



2012-2014 Continuous Improvement Work Plan

Gwendolyn Brooks College Preparatory Academy HS

Far South Side High School Network
250 E 111th St Chicago, IL 60628
ISBE ID: 150162990250788
School ID: 609726
Oracle ID: 47051



Mission Statement

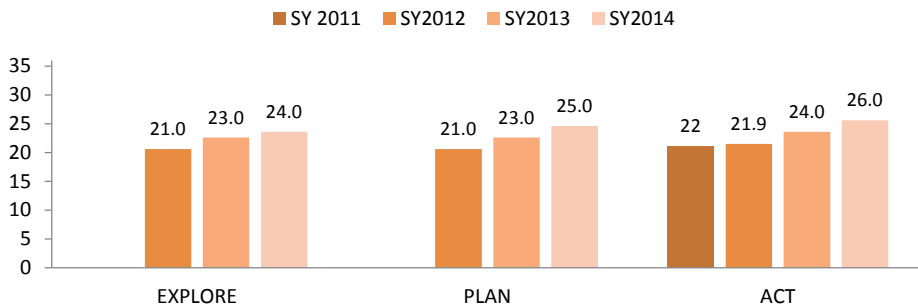
Through a rigorous college preparatory curriculum, and a diverse extracurricular program, we encourage and empower all students to reach the height of their academic potential and take an active role in understanding and influencing global change.

Strategic Priorities

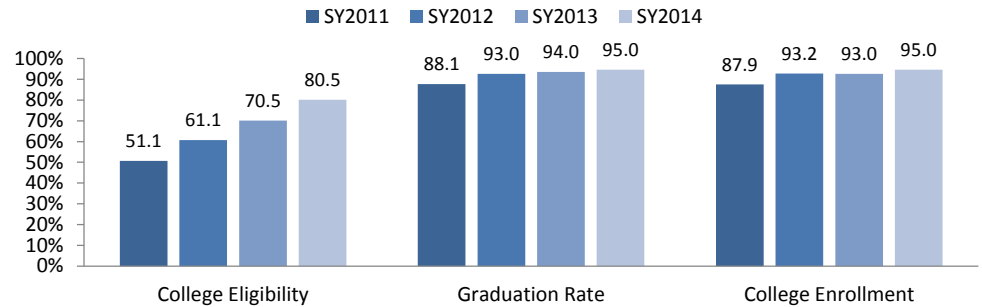
- 1. Family and Parental Involvement
2. Community Relationships
3. Technology
4. Literacy
5. On Track to Graduation

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:	Gwendolyn Brooks College Preparatory Academy HS

### 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
Dushon A Brown, Ed.D	Principal
Yolanda T Payne	Assistant Principal
Illene Huggis	Support Staff
Sheree Dobbins	Lead/ Resource Teacher
Scott Steward	LSC Member
Eugene Hazzard	Classroom Teacher
Dexter Miles	Classroom Teacher
Betty Howard Ed.D	Counselor/Case Manager
Davida Stephens	Classroom Teacher
Sheila Jones	Lead/ Resource Teacher
Eric Wilkens	Community Member
Ashley Brown	Parent/ Guardian

## 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		19.0	21.0	23.0	24.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	51.1	61.1	70.5	80.5
10th Grade - PLAN Average PLAN score		19.2	21.0	23.0	25.0	5-Year Graduation Rate % of students who have graduated within 5 years	88.1	93.0	94.0	95.0
11th Grade - ACT Average ACT score	21.5	19.5	21.9	24.0	26.0	College Enrollment % of graduates enrolled in college	87.9	93.2	93.0	95.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	3.0	3.0

## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	87.1	90.0	92.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	0.1	2.0	2.0	2.0
Freshman On-Track % of Freshman Students on-track	90.3	92.0	93.0	95.0	Sophomore On-Track % of Sophomore students on track	92.3	94.0	95.0	96.0



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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	80.7	84.0	87.3	90.0	<b>PSAE Reading</b> % of students exceeding state standards	7.4	10.0	12.0	14.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	76.1	79.5	83.0	85.0	<b>PSAE Mathematics</b> % of students exceeding state standards	1.1	3.0	5.0	7.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	54.5	58.0	62.0	65.0	<b>PSAE Science</b> % of students exceeding state standards	1.1	3.0	5.0	7.0

### 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>The school has established clear and measurable goals. We discussed the goals at professional development to keep the focus on student achievement. We have used our interim assessment and standardized test to identify our students strengths and weaknesses. We have a plan however we had too many competing priorities as we were trying to meet all the initiatives of the district and the network that overshadowed our goals and curriculum we had established. Moving forward we are focusing on one priority at a time.</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 Principal created a schedule at the beginning of the school year to visit individual teachers and department meetings. The principal was able to assess the strengths and weaknesses of each individual and team. From the assessment the principal researched and found professional development opportunities for the teachers to attend. The principal nurtured her teachers in areas that displaying continuous improvement in their instruction. The principal created a system of coaching of shadowing as a form of professional support. The principal requested all classes to incorporate a college and career themes in their classes. The principal supports all efforts of teachers increasing student awareness by having lunchroom chats for college and career as well as several college fairs.</p>	

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<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Each teacher is vested in the success of the school through leadership in one or more areas, such as committees, clubs and or ILT. Each teacher is encouraged to share learning about effective practice from professional development. Teacher voice is encouraged and respected in all facets of our school. Teachers are expected to push back and challenge the contributions of their colleagues with insight, ideas and initiatives. There is time set aside to collaborate and share the initiatives prior to presenting to whole staff.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Instructional Leadership Team (ILT)</b> -----&gt;</p>			<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 current ILT is a dicotomy of our entire staff with each discipline, including counseling and special needs, are represented, with the exception of Fine Arts and Physical Education. Due to our small staff and scheduling conflicts, the aforementioned departments could not be represented.</p> <p>Each ILT meeting has an agenda that evenly deals with curriculum and school operational issues such as classroom management.</p> <p>The ILT is currently using meeting time to analyze student test data to drive school wide instructional practices.</p> <p>The ILT is currently looking to establish its' system for analyzing student assessment data.</p> <p>Many staff developments are led by ILT members.</p>	
<p><b>Monitoring and adjusting</b> -----&gt;</p>			<b>2</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>The administration, department chairs and teachers analyze and manipulate data to ensure the school's theory of action is implemented on various levels. We use data to drive placement, instruction and next steps.</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>Collaboration within departments both vertical and horizontal; cross-curricular collaboration between key departments (social science and english; math and science); use of data to plan curriculum goals; focus on CRS skills and incorporating new common core strategies; common units of instruction are utilized within departments; complexity of texts used in all departments as supplemental materials; collaboration with case managers and other specialized service providers to ensure IEP accountability.</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>* Each core teacher group collaboratively created maps that are aligned with CRS. Our teachers work with the special needs teacher to differentiate the lesson during planning time.</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>3</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>School wide data is readily available and shared with all members of ILT and teachers, where we analyze and discuss next steps in both department meetings and all staff meetings. Our school assessments are aligned with college readiness standards, we have included an extended writing component to all assessments across the curriculum.</p> <p>Each grade level or course team uses a comprehensive set of assessments to determine mastery of skills. We use teacher created assessment in CIM. All teachers that instruct students with disabilities have common planning time scheduled to assure that the students are receiving adequate accommodations and modifications as prescribed in the IEP.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			<b>3</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>Teachers submit lesson plans and curriculum maps that show standards-based learning objectives, directions and procedures, as well as the relevance of the learning. - Teachers visiting and observing classes, stated about half the teachers ask both low and high level questions. The others focus on low to mid level questions. Teachers are required to work collaboratively with their department to create curriculum maps for each core subject. Teachers and administrators observing classes stated that most teachers still teach to the average students. - The teachers have spent time using the Hersey Model, which addresses the way we assess students during instruction and assessments. The teachers work in teams to create skilled based lessons and quizzes that constantly assess prior, current and anticipated skills.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>We use the Response to Intervention (RTI) program to identify struggling students. We have school wide procedures in place to identify students in Math and/or Science. The school wide systems in place for assessment as it relates to students receiving modifications as well. Interventions include after school and Saturday tutoring. We have implemented the block scheduling, which allows each student to have double blocks of English and Math.</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>Our professional development was focused and intentional around the new Hersey curriculum. We focused on data and its direct correlation to improving student learning. Hersey provided professional development to teachers once a month where we share classroom successes and quick wins individually and through teacher modeling. Teachers presented professional development using strategies that could be implemented across curriculum to support our powerful practice.</p>	

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<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>Agendas and meetings support clear protocols &amp; norms that were established at the beginning of the school year by staff. Teachers receive professional development on special education strategies and are encouraged to attend outside workshops and seminars. Each department is represented on the ILT and have input on the Professional learning cycle. Data is shared with all staff and covered in department meetings to improve PSAT/ACT scores.</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>Peer coaching is emerging as a support for all teachers. Weekly professional learning walks are made by the ILT and ideas regarding strategies, areas of improvement are shared. Teachers are encouraged to participate during PD’s as well as develop agendas.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	College information is posted within each classroom, posted outside of every class door, and school banners are posted in common areas to increase exposure to college options. All students explore college and career options along with enrollment criteria via guidance lessons, college chats, career day, guidance news bulletins, game changers guest speakers and participation in the college fair.	
	<b>Relationships</b> ----->			<b>3</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>	All staff members extend themselves to provide mentorship and support beyond the classroom. Every adult models and encourages proper behavior and stress the importance of strong character traits such as respect, self-worth, advocacy and upholding an appropriate school environment. Special needs students are integrated into the school environment at the maximum extent appropriate for their needs.	
<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>	The school has a common and consistent school wide approach to student discipline. We have a uniform policy in place. We use progressive discipline as we promote positive behavior. According to our most recent student survey 90% of student body reported that they feel safe.	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</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>	Principal shares school data during PAC & LSC meetings. Explanations are provided to clarify questions. Teachers maintain phone logs where they consistently contact parents to inform them of student progress. Evening meetings are held for parents at each grade level to discuss standards and student progress.	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	We have approximately 85% of our families using parent portal. 100% of teachers provide a syllabi to our students and parents that include expectations, course requirements, contact information and grading scale.	
<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>	Our school functions well, as the principal has empowered her administrative and leadership teams to lead the environment with consistency and fairness. The entire staff is divided into committees and the committees lead various activities where all stakeholders are invited and encouraged to attend.	

### School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>N 6: College and Career Readiness Supports</b>	<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>	<p>We have conducted intensive outreach to families that have expressed a need or desire. We adopt families at holidays and provide referrals to social service agencies, when the need arises. We have staff that will perform home visits when necessary.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.</li> </ul>	<p>Counselors provide information about colleges to students and staff weekly. We have representatives from colleges and universities three to four times a week. We have hosted a college fair and all students are able to attend to speak to representatives regarding college entry requirements and acceptances. They also provide a</p>	
<b>Academic Planning</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>As a part of our guidance curriculum all students develop individual learning plans aimed at engaging students in college and career exploration, goal setting and academic planning. All students have the opportunity to participate in college chats. The importance of AP, the college fair, and career day is stressed to all students and parents. Students are encouraged to take AP classes as early as the 10th grade.</p>		
<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>	<p>Brooks has a wealth of extra curricular activities that students are actively engaged. We have sports, drama, fine arts, and academic based enrichment opportunities to nurture the interest and talents of our students. Students are exposed to these activities through our</p>		

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSIO</b>	<b>College &amp; Career Assessments</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	Brooks host college representatives weekly. We have promoted and prepared our student for college and career assessments through several on line self exploration tools as well as what's next illinois, where we have logged on 100% of our student body.	
	<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>	The school has provided several workshops and seminars on paying for college, seeking scholarships dollars as well as having mock interviews. We have FAFSA workshops, and career and interest surveys to assist students i identifying their career goals.	
<b>Transitions</b> ----->			<b>3</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>	We provide parents and students with the necessary cps forms. We also update the website weekly to incorporate school based information.We would like to improve our methods of communication to connect more students to community resources. The school social worker is part-time, she provides resources to our students as needed.	



### School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->				<b>4</b>
	<ul style="list-style-type: none"> <li>• School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>• Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	Discretionary funds are used to enhance curriculum develop and student achievement. Departments submit list of instructional materials, supplies and equipment needed to advance academic achievement. College readiness materials are purchased for each core subject.		
	<b>Building a Team</b> ----->				<b>3</b>
<ul style="list-style-type: none"> <li>• Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>• All or nearly all applicants have little to no prior connection to the school.</li> <li>• Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom.</li> <li>• Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>• School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>• Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Members of the department with a vacancy sit on the interviewing committee to review the credentials of interested candidates. We are a host school to internships and student teachers. We have a relationship with several universities to hire teachers in hard to place fields of study. The interviewing team develops a system of hiring that include, interview questions, teaching a lesson and providing samples of lessons created.			
<b>Use of Time</b> ----->				<b>1</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>	Our school teaching schedule is a block. Teachers have learned to differentiate instruction in the block. We have department team meeting set aside for once a week, however if it is a short week, teachers do not meet as a department. We need to fine tune our teacher collaboration time and find a way to protect the teacher planning and collaboration time.			

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

Through a rigorous college preparatory curriculum, and a diverse extracurricular program, we encourage and empower all students to reach the height of their academic potential and take an active role in understanding and influencing global change.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Family and Parental Involvement	Studies show that parental and/or family involvement increases the chances of student academic success.
2	Community Relationships	The engagement of student's in the community enhances the application of curriculum to real life experiences. Furthermore, community partners who invest energy and resources toward our student's education increase the quality of multi-disciplinary connections both inside and outside of the classroom.
3	Technology	Survival in today's society, depends on a well rounded technological background.
4	Literacy	An increase in the emphasis concerning literacy, which is the most basic and vital factor in the DNA of our academic institution, in terms of using common core, helps students across the board in all subject areas to further facilitate their minds in their transcending into post-secondary education.
5	On Track to Graduation	Expand our rigorous curriculum and extracurricular activities to expose our students to higher educational options, in order to take an active role in our changing world.



### 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
Family and Parental Involvement	Studies show that parental and/or family involvement increases the chances of student academic success.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Family and Parental Involvement	Parental Involvement	All	ILT	Quarter 1	Quarter 1	On-Track	We will improve our communication with our parents, that allows them to stay updated on academics, attendance and activities in GBCPHS more systematically.
Brooks will increase our communication with parents by a minimum of 40%. Currently we are reaching approximately half our student body. We would like communicate with 100% of our student body.	Parental Involvement	All	Dr. D. A. Brown	Quarter 1	Quarter 1	On-Track	Phone Blast, Newsletter, Bi-Weekly Email and translate all documents and communications to Spanish to decrease the language barrier
Brooks would like to establish more activities at the school level to support family involvement. We would like to have at least 60% of our parents report that they have participated in a Brooks sponsored family event.	Parental Involvement	All	Dr. D. A. Brown	Quarter 1	Quarter 1	On-Track	Back to School Night, Family Movie Night, Dancing with the Eagles, Family Open Gym.
Brooks would like to celebrate our successes by marketing our message of Eagles Soaring to elementary schools and the community more strategically. We would like for our parent groups to take a more active role in spreading the good news. Our parental participation in PAC, LSC and Brooks parent clubs, will recruit to increase regular attendance by 25%.	Parental Involvement	All	Administration	Quarter 2	Quarter 2	On-Track	Open House, Website, Brochures and Billboards and the Recruiting Team.
The expectation at Brooks is to have 100% of the parents/family members signed up for parent portal, have a working phone number and provide the school with an email address.	Parental Involvement	All	Attendance Coordinator and Counselors	Summer 2012	Quarter 1	On-Track	Establish a link on the website to update personal information, Parent portal training.



**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
Community Relationships	The engagement of student's in the community enhances the application of curriculum to real life experiences. Furthermore, community partners who invest energy and resources toward our student's education increase the quality of multi-disciplinary connections both inside and outside of the classroom.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Community Relationships	LSC/ PAC/ PTA	All	Scott Steward	On-going	On-going	On-Track	
Brooks goal is to increase the active participation in the LSC, PAC, and Parent Club by 20-25%.	LSC/ PAC/ PTA	All	Scott Steward	On-going	On-going	On-Track	We have active committees however the numbers are low.
Brooks goal is to increase our student's exposure to post secondary experiences as well as scholarship opportunities. We are also looking to expand the sources of scholarships to include more financial assistance from our community partners and at least 5% of them related to students' enrollment to specific college/university areas of study.	Post-secondary	All	Euclid Williamson, Director	On-going	On-going	On-Track	TARGET HOPE - Students enrolled in this college preparatory program participate in Saturday classes for exposure to college professors and curriculum, preparation and submission of applications, college tours, and ongoing supportive relationships. Members have a high percentage of acceptance to affiliated colleges/universities and assistance with financial aid.
Brooks' goal is to familiarize all of its students with a wide range of career possibilities. Our goal is to assist them in identifying their strengths and interests, select their high school coursework and extracurricular activities, and prepare them for entering various fields of concentration in college and have an awareness of the career options available to them with diligent preparation.	Post-secondary	All	Gail Robinson-Williams, Counselor	On-going	On-going	On-Track	CAREER DAY - Professionals from various fields visit our school and speak to our student body. The goal of the enlightening discussions that take place is to inform students of the academic and other requirements for acceptance to that career as well as job descriptions and other expectations. Also, we hope to encourage our students to be proactive in the wise management of their high school education and their focus on their post-secondary goals. Our future goal is to increase the participation of the many professionals we have among our students' parents and highlight their contributions as role-models in this endeavor.

**Strategic Priority 2**

Brooks' goal is to encourage and provide opportunities for the greatest possible professional growth of its teaching staff.	Professional development	All	Dr. Dushon Brown, curriculum and instruction leaders, individual staff members	On-going	On-going	On-Track	HERSEY CURRICULUM FRAMEWORK PROJECT has provided professional development our staff to facilitate our aligning our curriculum with the Common Core Standards as well as other real-life hands on training to maximize the effectiveness of our professional practice. Other partners with whom we have worked to this end in various content areas include: the NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS, UNIVERSITY OF ILLINOIS AT CHICAGO, ALLIANCE FRANCAISE INSTITUTO CERVANTES, MEXICAN MUSEUM OF NATIONAL ART, AND CONTEMPORARY ART MUSEUM
Brooks' goal is to increase such curricular connections with outside organizations.	Science	Physics Students	Science Coordinator	On-going	On-going	On-Track	PHYSICS DAY at GREAT AMERICA
Brooks' goal is to expand our community partnerships and their active involvement with our students and staff by 25%. This, in turn will increase scholarship opportunities.	College Preparatory	All	Scott Steward	On-going	On-going	On-Track	FUTURE FOUNDERS, THE NETWORK FOR TEACHING ENTREPRENEURSHIP, THE CHICAGO URBAN LEAGUE ENTREPRENEURSHIP, EVERFI FINANCIAL LITERACY and WISE FINANCIAL LITERACY.
Brooks' goal is to expand our community partnerships to provide opportunities for our students to develop their specific talents as well as reach out to the community in recognition of and concern for the personal needs of others, and for increased cultural and environmental awareness	Social and environmental awareness	All	Dr. Dushon Brown, curriculum and instruction leaders, individual staff members	On-going	On-going	On-Track	LOUDER THAN A BOMB POETRY SLAM, MEMORY BRIDGE, STATE, HBCU, HISPANIC, AND COMMUNITY COLLEGE FAIRS, CESAR CHAVEZ SERVICE LEARNING WORKSHOP, RADIO ARTE and GREEN FESTIVAL at NAVY PIER
Brooks' goal is to expand our community partnerships and their active involvement with our students and staff by 25%. This, in turn will increase scholarship opportunities. We look forward to developing future relationships with the following organizations:	College Preparatory	All	Dr. Dushon Brown, curriculum and instruction leaders, individual staff members	2012-2013	2012-2013	On-Track	ILLINOIS COLLEGES AND UNIVERSITIES, FORD MOTOR AND MCDONALD'S CORPORATIONS, ARGONNE AND FERMI LABORATORIES, CHICAGO POLICE DEPARTMENT, SALVATION ARMY, DUSABLE MUSEUM



**Strategic Priority 2**


### Strategic Priority 3

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

Strategic Priority Description	Rationale
Technology	Survival in today's society, depends on a well rounded technological background.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Technology	Supplies	All	Scott Steward	Summer 2013	Year 2	On-Track	
50% of the school converted from hard copy textbooks to electric copies.	Equipment/Technology	All	Academic Departments	Summer 2012	Year 2	On-Track	All students must have computer and internet access outside of school starting Fall 2012.
200 Graphing calculators have been incorporated in mathematics and science courses. Our goal is to see a 20% increase in teachers using the technology daily.	Parential Involvement	All	Students and teachers	Summer 2012	Summer 2013	On-Track	Mathematics department started requiring all students have graphing calculators starting Fall 2012. Implement calculator in daily instruction
100% of the students enrolled in Robotics will develop and implement a STEM curriculum, to be incorporated in the instructional time weekly.	Equipment/Technology	Students interested in technology	Robotics Colloquium	Fall 2011	Summer 2013	On-Track	Robotics colloquium started Fall 2011. Develop a robotics team to compete in competitions. The colloquium incorporates different aspects of science, technology, engineering, and mathematics.
15% of our teachers will begin to utilize the distance learning lab as we continue to build capacity and skill. We will have 7 out of 12 classes using the distance learning lab on a regular basis by the summer of 2013	Equipment/Technology	All	Academic Departments	Fall 2011	Year 2	On-Track	Currently working on developing national and international relationships with other schools. Update technology in Distance Learning Lab.
An increase of 50% of our teachers will complete a learning activity that totally involves technology once per quarter.	Equipment/Technology	All	Academic Departments	Fall 2012	Year 2	On-Track	Use technology such as Google apps, blogs, and other internet resources to enhance instruction.





Strategic Priority 3




### Strategic Priority 4

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

Strategic Priority Description	Rationale
Literacy	An increase in the emphasis concerning literacy, which is the most basic and vital factor in the DNA of our academic institution, in terms of using common core, helps students across the board in all subject areas to further facilitate their minds in their transcending into post-secondary education.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Literacy	Equipment/Technology	All	Yolanda Payne	On-going	On-going	On-Track	
Teachers will implement Critical Reading and Analysis Strategies for students to dissect subject matter of teacher appointed literature pertinent information 90 minutes per week in order to increase student reading proficiency and motivation.	Instruction	Students on all levels across all core curriculums.	All Teachers	On-going	On-going	On-Track	Student progress will be monitored in literature circles, presentations and book reports.
Turn It In.com will be utilized 100% by teachers when assigning major papers as an effective self review for students to check their own work before submitting it for a grade. It holds students accountable for proper citing as well as allows teachers to spot and address potential plagiarism and improper citations to reteach skills in order to negate this issue.	Computers, Turnitin.com	Students on all levels across all core curriculums.	All Teachers	On-going	On-going	On-Track	Students progress will be monitored via generated reports from the site as well as through pre-writing submissions such as outlines, drafts, editing sessions, credible sources checks, and annotated bibliographies.
Students will follow Mel-Con writing method where students will construct paragraphs of 8 sentences in a 45 minute block of time.	Projector with Mel-Con Template	Students on all levels across all core curriculums.	All Teachers	Fall 2012	Winter 2012	On-Track	
Students will follow Mel-Con writing method where students will construct paragraphs of 8 sentences into a 5 paragraph essay in a 60 minute block of time.	ELMO Document Camera	Students on all levels across all core curriculums.	All Teachers	Winter 2012	Remainder of school year	On-Track	

**Strategic Priority 4**

Independent Reading that is meaningful and connects with (prior assigned) text improves reading achievement. In order to build fluency, increase vocabulary, and background knowledge teachers will assign independent reading to students across all disciplines for 45 minutes a week.		Students on all levels across all core curriculums.	All Teachers	Fall 2012	On-going	On-Track	Students progress will be monitored through literature logs, journal entries, and book talks.
Researching, both the process and the writing are essential aspects of academics. Therefore, teachers will include these components (Pre-writing, researching via web and print, citing sources, writing, etc.) by the end of the second semester.	Computers	Students on all levels across all curriculums.	All Teachers	Fall 2012	Spring 2013	On-Track	Teachers will require students to submit components to Turnitin.com



### 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
On Track to Graduation	Expand our rigorous curriculum and extracurricular activities to expose our students to higher educational options, in order to take an active role in our changing world.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
On Track to Graduate	Instruction	All	Yolanda Payne	On-going	On-going	On-Track	
100% of student grades will be monitored every 2 weeks	Other	All	counselors	Quarter 1	On-going	On-Track	Contact parents and refer the students to tutoring
100 % of students with D's or F's are required to attend tutoring to bring their grade up by the next grade reporting period.	Instruction	All	Tutors and counselors	Quarter 1	On-going	On-Track	Tutors will report back to the counselor, parent and teacher on the student's tutoring progress before the next the grades come out.
100% of students on track at the end of every quarter will receive a free pass to movie night.	Parental Involvement	All	counselors	Quarter 1	On-going	On-Track	
100% of juniors are encouraged to participate in the reading, science, math and english prep classes for ACT and PSAT	Instruction	All	Mrs. Diaz	Quarter 1	Quarter 3	On-Track	Students take practice ACT and PSAT test to ensure they are meeting the standards.
100% of students who meet and exceed the standards on the Explore, Plan, & ACT will be inducted into "Eagle's Eye Club."	Instruction	All	Student Council Sponsors, Administrators	Quarter 3	Quarter 4	On-Track	Eagle Eye Club is a club to acknowledge students that meet the standards on the EPAS. They receive a special ceremony and gifts to recognize their efforts.



**Strategic Priority 5**
