



2012-2014 Continuous Improvement Work Plan

Theodore Roosevelt High School

North-Northwest Side High School Network

3436 W Wilson Ave Chicago, IL 60625

ISBE ID: 150162990250035

School ID: 609728

Oracle ID: 46271



Mission Statement

Roosevelt High School is a destination school providing students with personalized education through Small Learning Communities, wherein teacher cohorts use student data to inform the instruction of a standards-based curriculum in order to challenge students and increase their post-secondary success.

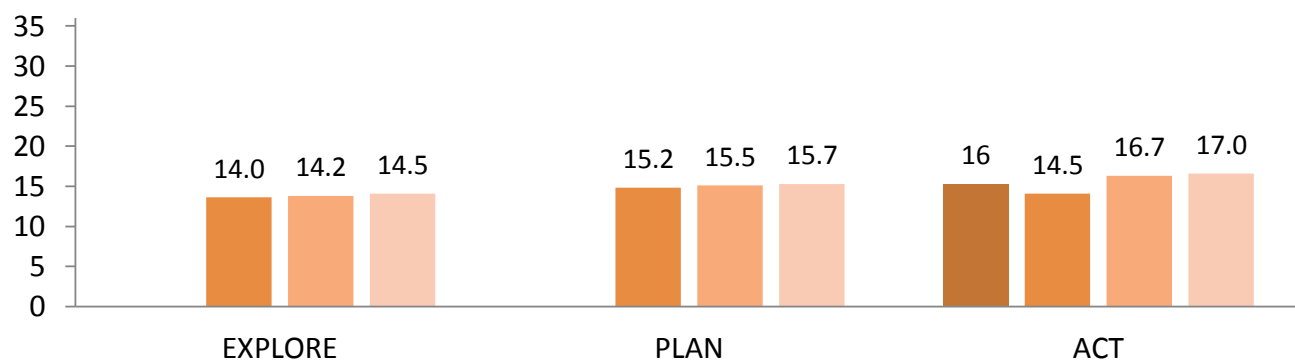
Strategic Priorities

1. Teachers will develop a common understanding of what students need to know and be able to do to show mastery of CCSS.
2. We will provide a personalized education through a community school model.
3. We will foster leadership and personal growth for all staff.
4. We will foster leadership and personal growth for our students, parents, and community stakeholders.

School Performance Goals

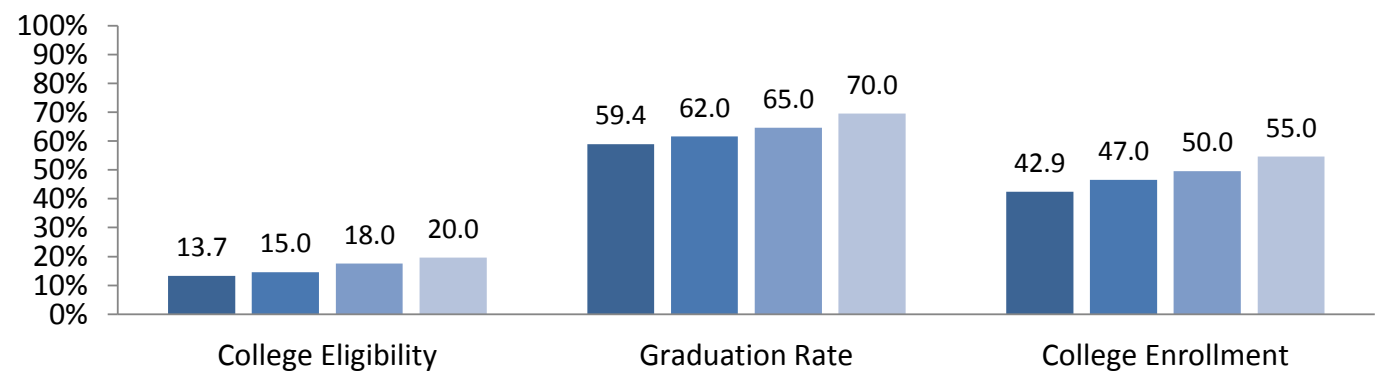
EPAS Goals

■ 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:	Theodore Roosevelt 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
Ricardo Trujillo	Principal
Jennifer Farrell	Assistant Principal
Marisa Velasquez	Assistant Principal
Vasanth Charles	Support Staff
Elizabeth Ferrell	Assessment/Data Faculty
Scott Doolittle	Classroom Teacher
Carrie Underwood	LSC Member
Victor Herrera	Support Staff
Benita Bell	Special Education Faculty
Rence Magalong	Other
Karen Devine	Counselor/Case Manager
Bethany Kaufmann	Lead/ Resource Teacher



High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		13.6	14.0	14.2	14.5	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	13.7	15.0	18.0	20.0
10th Grade - PLAN Average PLAN score		15.0	15.2	15.5	15.7	5-Year Graduation Rate % of students who have graduated within 5 years	59.4	62.0	65.0	70.0
11th Grade - ACT Average ACT score	15.7	14.3	14.5	16.7	17.0	College Enrollment % of graduates enrolled in college	42.9	47.0	50.0	55.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.5	1.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.5	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	82.3	85.0	90.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	9.7	8.5	8.0	7.5
Freshman On-Track % of Freshman Students on-track	61.2	65.0	75.0	85.0	Sophomore On-Track % of Sophomore students on track	54.7	60.0	70.0	80.0



High School Goal Setting

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

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
PSAE Reading % of students meeting or exceeding state standards	17.9	19.0	22.0	25.0		PSAE Reading % of students exceeding state standards	0.7	1.0	1.3	1.6
PSAE Mathematics % of students meeting or exceeding state standards	17.2	19.0	22.0	25.0		PSAE Mathematics % of students exceeding state standards	0.7	1.0	1.3	1.6
PSAE Science % of students meeting or exceeding state standards	11.6	14.0	17.0	20.0		PSAE Science % of students exceeding state standards	0.4	0.7	1.0	1.3

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> A Strategic Plan in place, with seven goals: FOT, SOT, Meets/Exceeds on PSAE, 20+ on ACT, Graduation within 5 years, Post-secondary enrollment, Cumulative attendance, Student Connection Survey, Rtl, & SPED. A preliminary TOA is in place. Curriculum Alignment, CTE, Post-secondary, SLCs, Site-Developed Common Interim Assessments, RHS Assessment Protocol 	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Plan developed for year-long PD based on teacher need (Literacy strategies, SLC implementation, Advisory implementation, Mentorship implementation, Technology in the Classroom, Instructional Rounds) Principal visits classrooms to inform teacher evaluations principal holds "office hours" weekly for all staff to speak with him Monthly open houses are held with the community The RHS website updated on a daily basis PAC/BAC meet monthly Teachers have led PD at outside events RHS has been asked to model various programs, such as RAMP. Advisory and Intervention Team The Administrative team works with staff to determine goals and benchmarks, tutoring and intervention, external partnerships Principal provides opportunities for peer observation and mentoring CTE program implemented 	

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
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 	<ul style="list-style-type: none"> • Opportunities for leadership have been created: 75 teachers are invested in the success of the school through leadership in one or more area. 	

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
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 	<ul style="list-style-type: none"> The ILT includes the principal, assistant principals, curriculum coordinator, English department chair, Social Studies department chair, Science department chair, Math department chair, attendance dean, project manager, SLC coordinator, Grading coordinator, BLT, SLC lead teachers, College and Career coach, AP teacher, Counseling chair, and the technology coordinator. The ILT meets every other week to focus on teaching and learning; on alternate weeks, the team focuses on operations. 	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<ul style="list-style-type: none"> Common Interim Assessments, aligned to CRS, are given every 5 weeks. All CIAs will be aligned to CCSS and CRS next year. District-wide HS Interim Assessments, aligned to CCSS, will be given every quarter next year. CCSS Benchmark assessments will be implemented next year. EPAS Assessments are given three times a year. 	3

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 2: Core Instruction	Curriculum ----->			3
	<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. 	<ul style="list-style-type: none"> Rubicon-each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards should be used and in what order in core subject areas. Each grade level or course team develops and use common units of instruction aligned to the standards. Lesson Plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. Course teams meet weekly. Textbooks-the faculty uses texts that expose all students to a grade-appropriate level of complexity and information text to at least the CCSS recommended levels by grade band. 	
	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). 	<ul style="list-style-type: none"> Teachers have access to any instructional materials they need. Textbooks and other materials are used. 	
<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>				

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
<p>Assessment -----></p>			<p>2</p>
<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. 	<ul style="list-style-type: none"> • Common Interim Assessments are used in all teacher collaborative teams (TCTs). • TCTs create common formative assessments. • Data for EPAS is available to all teachers. • TCT and classroom data is available to all who need it. 	

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
<p>Instruction -----></p>			<p>2</p>
<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. 	<ul style="list-style-type: none"> • TCTs use the same core textbook. SPED teachers work in the general education program using an inclusion model. • RHS has a number of student teachers which affords the classroom the skills of two professionals. • In-house common assessments and district interim assessments are used to inform instruction and are worth 20% of students' semester grades. • Some teachers communicate the standards-based learning objectives with students. • Some teachers are scaffolding instruction. 	

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
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. 	<ul style="list-style-type: none"> Data Team makes curricular recommendations based on interim assessment data. Tutoring is available before, during and after school through departments and SLCs. 	
	Whole staff professional development ----->			3
	<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. 	<ul style="list-style-type: none"> A year-long PD plan is published and revised as necessary, based on teacher needs and CPS mandates. 12 teachers have presented PD sessions. Sign-in sheets are available for review. Instructional Rounds have been implemented on three levels (admin, ILT and whole staff), and the entire staff has participated in at least one round. Outside PD is offered and 150 events have been attended by staff. 96% of teaching staff has participated in peer observations. 	

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 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. 	<ul style="list-style-type: none"> TCTs and SLC teams meet weekly with clear, focused agenda. The Intervention Team meets twice a month with in-house providers and twice a month with outside partners to discuss progress and monitor data. Teams are supported by an ILT member or team leader, as appropriate. 	
	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. 	<ul style="list-style-type: none"> 96% of the staff has participated in peer observation. Instructional Rounds have been implemented on three levels (admin, ILT and whole staff), and the entire staff has participated in at least one round. Teachers receive quality feedback to support individual growth during formal observations only, unless coaching is solicited. 	

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 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Some staff members reinforce expectations. Opportunities for leadership are available, but not all students are engaged. College and Career Coach posts and disseminates information about post-secondary opportunities. Monthly assemblies are held for juniors and seniors around college preparedness. 25% of the Advisory curriculum is directly related to post-secondary activities, and there are many indirect lessons, as well. Teachers wear college gear to promote post-secondary 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> 100% of RHS students have an Advisory mentor and are part of an SLC (26% match rate). 100% of all 9th and 10th graders have an adult mentor. Patterns of interaction between adults and students, and among students are inconsistent (per Advisory/Mentoring Semester 1 surveys). Students with disabilities are given opportunities to interact with peers through inclusion classes, clubs, sports, Advisory, Mentorship, SLC celebrations, and Town Halls. RHS celebrates cultural diversity at the Annual International Night. 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> Welcoming and safe environment as evidenced by MVMS 2011 survey. Discipline referrals have decreased by 113% since the 2010-2011 school year. Last year, there were 607 "1-3 level" infractions and 173 "4-6 level" infractions; this year, we have had 131 "1-3 level" infractions and 51 "4-6 level" infractions. There have been 55 weekly cases of ISS (versus OSS). The Intervention Team is available for Tier 2-3 cases, as referred 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			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. 	<ul style="list-style-type: none"> Counselors have visited all the feeder schools to share information about RHS and register students. We have hosted three feeder school events, including a Fall Open House, a Winter counselor breakfast and Spring 8th Grade Open House. The monthly open houses have been well-attended: FAFSA Party = 52 parents; Santa Night = 175; Senior/Parent Breakfast = 150; Spring 8th Grade Open House = 150; PSAE Prep Night = 75 parents. 	
	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. 	<ul style="list-style-type: none"> The RHS website is updated on a daily basis. Outgoing phone calls inform families of school events, important initiatives and opportunities for involvement. Open houses are hosted every third Thursday of the month, in conjunction with LSC meetings with topics ranging from Santa Night to FAFSA completion. 	
	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. 	<ul style="list-style-type: none"> Staff is welcoming to parents. Staff is available daily to help parents. The school provides opportunities for families and community members to participate in authentic and engaging events, such as International Night, Santa Night, FAFSA Party, Senior/Parent Breakfast, 8th Grade Open House, Student Art Show, Prom Fashion Show, Computer classes, student performances, etc. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<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. 	<ul style="list-style-type: none"> SLCs focus on on-track students. Intervention Team meets weekly to discuss specialized services. 500 home visits and therapeutic services through external partners. 	
	College & Career Exploration and election ----->			3
	<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. 	<ul style="list-style-type: none"> SLCs are student-focused; 26% of RHS students have been matched in the SLC of their choice. All students create a What's Next Illinois portfolio, generate college/university matches through classroom exercises, annually updated their interest inventories, and sign up for ACT and ACT 	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> We provide AP courses to 11th and 12th graders. We offer Honors courses to all students, 9th to 12th grade. All students in AP classes participate in College Board AP Exams. Counselors provide academic guidance to promote a successful transition to post-secondary education and/or career. 		
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. 	<ul style="list-style-type: none"> All grade levels are invited and encouraged to participate in extracurricular activities. RHS has 27 clubs and 23 sport teams. 		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> All 9th graders take the EXPLORE, all 10th graders take the PLAN, and all 11th graders are required to take the ACT test (100% of our juniors took the PSAE this year). In addition, all grades take a Practice ACT test in January. COMPASS Testing is facilitated for all 12th graders. 	
	College & Career Admissions and Affordability ----->			4
	<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. 	<ul style="list-style-type: none"> RHS offers College Information Sessions to the parents of all students by grade level. General college and affordability Information Sessions are offered--\$2 million in scholarships. Weekly FAFSA workshops are offered--94% FAFSA completion rate. The College & Career Coach is available for one-on-one parent and 12th grader meetings--94% acceptance to post-secondary institutions. 	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> HS Investigation Day was attended by over 200 students last year. Counselors and RHS student ambassadors visit elementary schools to promote RHS and register students. The first RHS 8th Grade Open House was attended by 25 students from our feeder schools. Freshman Connection is offered to all 8th graders; 70 attended last summer. The College Fair at RHS was attended by over 300 students and parents. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities (see SIPAAA). School maintains focus on the use of resources for the student achievement growth necessary for every student to graduate college and career ready (ASVAB testing, AP, GAINS Data Analysis, Interim Assessments, supplementary positions as needed (consultants, assessments) student engagement activities, academic program support, assistant principal, technology coordinator, professional development, extended day academic interventions & PD. materials and supplies). 	
	Building a Team ----->			3
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. RHS builds a pool of potential staff members through student teaching, internships, and partnerships with post-secondary institutions. Interviews typically consist of an interview with the principal and the administrative team. 		
Use of Time ----->			3	
<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> TCTs are given common planning time (horizontal teaming). SLCs have common planning time during early release (vertical teaming). Tutoring offered before, during and after school through departments and SLCs. A full Evening School offers an alternative to students who do not flourish in a typical school setting (intervention block). 		

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

Roosevelt High School is a destination school providing students with personalized education through Small Learning Communities, wherein teacher cohorts use student data to inform the instruction of a standards-based curriculum in order to challenge students and increase their post-secondary success.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will develop a common understanding of what students need to know and be able to do to show mastery of CCSS.	As we continue our transition from CRS to CCSS Curriculum, we must adapt to meet grade appropriate levels of text complexity and type of text to at least CCSS recommended levels by grade band.
2	We will provide a personalized education through a community school model.	In response to data collected through My Voice, My School, RHS seeks to create connections to the community in order to improve student achievement, safety, employment, health awareness, and support of learning for all its stakeholders.
3	We will foster leadership and personal growth for all staff.	Because Roosevelt aspires to excellence, our score of "2" in "Teacher Leadership" on the SEF means that we need to focus more on building leadership capacity among staff.
4	We will foster leadership and personal growth for our students, parents, and community stakeholders.	Student achievement hinges on participation from students, parents, staff, administrators, and the community. Therefore, opportunities for personal and professional leadership are vital. Our SEF score of "3" in "Family and Community Involvement" on means that we need to focus more on building capacity.
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
Teachers will develop a common understanding of what students need to know and be able to do to show mastery of CCSS.	As we continue our transition from CRS to CCSS Curriculum, we must adapt to meet grade appropriate levels of text complexity and type of text to at least CCSS recommended levels by grade band.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Math and ELA teachers collaborate to understand instructional shifts and build unit plans for each grade level aligned to CCSS.	ILT/ Teacher Teams	All	AP	Summer 2012	Quarter 1		
Develop and conduct PD on developing units of instruction that are CCSS aligned and that include the use of complex, culturally relevant reading material.	Professional Development	All	PD Coordinator	Summer 2012	Quarter 1		
Collaborate with teacher leaders to facilitate training on unit development for Semester 1	Professional Development	All	PD Coordinator	Quarter 1	Quarter 2		
Conduct a PD on close reading and text dependent questioning	Professional Development	All	PD Coordinator	Quarter 2	Quarter 3		
Conduct a PD on using data from performance assessment to drive subsequent planning	Professional Development	All	Data Team Lead	Quarter 3	Quarter 4		
Evaluate use of texts in every classroom and monitor quarterly using the Framework for Teaching during classroom observations	Instructional Materials	All	AP	Quarter 1	On-going		
ELA and Math teachers instruct a CCSS aligned instructional unit and collaborate with grade level peers to monitor and reflect on delivery of instruction and student performance in weekly team meetings.	Instruction	All	AP	Quarter 1	Quarter 1		
ELA and Math teachers continue to refine development and delivery of Qtr 2 and Qtr 3 instructional units that are aligned to CCSS demonstrated through lesson plans and classroom observations in weekly learning walks.	Instruction	All	AP	Quarter 2	Quarter 2		



Strategic Priority 1

ELA and Math teachers continue to refine development and delivery of Qtr 3 and Qtr 4 instructional units that are aligned to CCSS demonstrated through lesson plans and classroom observations in weekly learning walks.	Instruction	All	AP	Quarter 3	Quarter 3		
ELA and Math teachers continue to refine development and delivery of Qtr 4 instructional units that are aligned to CCSS	Instruction	All	AP	Quarter 4	Quarter 4		
Evaluate and monitor how ELA teachers scaffold access to complex text and provide multiple opportunities for student practice and interaction with text using the Framework for Teaching during classroom observations and weekly learning walks.	Instruction	All	AP	Quarter 1	Ongoing		
Evaluate and monitor how Math teacher explicitly incorporate Math Practices into instruction using the Framework for Teaching during classroom observations and weekly learning walks.	Instruction	All	AP	Quarter 1	Ongoing		
Provide PD around standards-based grading	Professional Development	All	PD Coordinator	Quarter 1	Quarter 2		
Pilot standards-based grading to monitor individual student growth with one Teacher Team	Instruction	All	Curriculum Coordinator	Quarter 2	Quarter 4		
Implement standards-based grading to monitor individual student growth schoolwide	Instruction	All	Curriculum Coordinator	Year 2	Year 2		



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
We will provide a personalized education through a community school model.	In response to data collected through My Voice, My School, RHS seeks to create connections to the community in order to improve student achievement, safety, employment, health awareness, and support of learning for all its stakeholders.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Increase SLC match rate to 60% to improve student engagement.	Instruction	All	AP	Summer 2012	Quarter 1		Ensure SPED and ELL are available during TCT time; programming
Continue to implement Advisory curriculum based on student needs and survey results to engage students around personal growth	Other	All	SLC Coord	Quarter 1	Quarter 4		70% of students will report increased connect and engagement on in-house survey and MVMS.
Continue to offer academic opportunities for all students through AVID, ELL services, SPED services, dual enrollment, online enrichment and project-based learning	Instruction	All	AP	Quarter 1	Quarter 4		On-track goal of 75% will be met. Pass rate of 75% by 2014. We will continue to offer opportunities for students to participate in the History Fair, AP, Science Fair, Stock Market Game
Provide academic interventions through tutoring four days a week and monitor progress using Masterlist	Instruction	All	AP	Quarter 1	Quarter 4		On-track goal of 75% will be met. Pass rate of 75% by 2014.
Student Principal Advisory Council will meet monthly and share meeting minutes and action items with all stakeholders	After School/ Extended Day	All	Principal	Quarter 1	Quarter 4		
Improve integration of SLC themes into respective curricula through cross-curricular projects	Instruction	All	SLC Coord	Summer 2013	Year 2		SLC projects, partnerships with outside organizations, etc.; 1 per semester, per grade level
Provide recovery extended learning opportunities, notably a comprehensive Evening School Program.	Instruction	All	Extended Learning Opportunities Coordinator	Quarter 1	Quarter 4		2013 On-track goal of 75% will be met. 2013 graduation rate or 65% will be met.
Promote successful HS transition through Freshman Connection, Advisory, and mentoring activities	Other	All	Counseling Chair	Summer 2012	Quarter 1		2013 On-track goal of 75% will be met. 2013 graduation rate of 65% will be met. 2013 Attendance goal of 90% will be met.



Strategic Priority 2

Use the services of a College and Career Coach and CTE Coordinator to increase graduation rate, college enrollment and foster successful transtion to post-secondary activities.	Staffing	All	Principal	Summer 2012	Quarter 4		Increase FAFSA completion rate and college application rate to 100%. Increase graduation rate to 65%. Increase college enrollment to 50%.
Continue to provide state-of-the-art technology tools and resources to support student achievement & community engagment	Equipment/Technology	All	Tech Coordinator	Summer 2012	Quarter 4		1 computer per 10 students



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
We will foster leadership and personal growth for all staff.	Because Roosevelt aspires to excellence, our score of 2" in "Teacher Leadership" on the SEF means that we need to focus more onbuilding leadership capacity among staff.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a new teacher induction program, including orientation and on-going mentoring	Professional Development	All	PD Coordinator	Summer 2012	Quarter 1		100% of new teaching staff will participate in a two-year mentoring program
Create an ILT sub-committee on professional development to provide in-house quality professional development based on student and staff needs	ILT/ Teacher Teams	All	ILT Lead	Summer 2012	Quarter 1		
Continue to offer outside professional development to staff and ensure that staff share best practices with the entire staff	Professional Development	All	AP	Quarter 1	Quarter 4		
Continue Peer Mentoring & Instructional Rounds as a means of increasing student achievement	Professional Development	All	Curriculum Coordinator	Quarter 1	Quarter 4		100% of teaching staff will participate in peer mentoring and instructional rounds
Continue to offer AVID and increase staff participation	Instruction	All	AVID coordinator	Quarter 1	Quarter 4		
Provide leadership training to current teacher leaders	Professional Development	All	PD Coordinator	Quarter 1	Quarter 2		50% of current leaders (38) will participate in leadership training
Identify prospective leaders and provide leadership training	Professional Development	All	Principal	Quarter 3	Summer 2013		60% of all staff (60) will participate in leadership training
Continue to foster partnerships with local institutions of higher learning	Other	All	AP	Quarter 1	On-going		DePaul, Northeastern, North Park, Loyola, Roosevelt
100% of RHS teachers will have an Individual Professional Growth Plan per CPS REACH framework	Professional Development	All	Principal	Quarter 1	Quarter 2		
ILT will meet weekly and share minutes and action items with school community to create a platform to engage stakeholder voices in instruction and curriculum.	ILT/ Teacher Teams	All	ILT Lead	Quarter 1	Quarter 4		
Continue to provide technology tools and resources to support leadership and personal growth for staff.	Equipment/Technology	All	Technology Coordinator	Quarter 1	Quarter 4		



Strategic Priority 3

Create Interview protocol to ensure consistency in our hiring practices and fidelity to our vision and mission	Staffing	All	AP	Summer 2012	Quarter 1		
Create a teacher resource room with a best-practice professional library	Instructional Materials	All	Curriculum Coord	Year 2	Quarter 2		Explicitly share the process for procuring materials; Expand rooms 132 and 320

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
We will foster leadership and personal growth for our students, parents, and community stakeholders.	Student achievement hinges on participation from students, parents, staff, administrators, and the community. Therefore, opportunities for personal and professional leadership are vital. Our SEF score of "3" in "Family and Community Involvement" on means that we need to focus more on building capacity.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue to provide students with leadership opportunities through SLCs, Advisory, mentorship, and Clubs	Other	All	AP	Quarter 1	Quarter 4		30% of student body will participate in Ambassadors, Mentors, SPAC, Advisory, NHS, ROTC, etc.
Foster partnerships with community organizations and parents, and utilize their skills and knowledge to increase student achievement and personal growth	Other	All	AP	Quarter 1	Quarter 4		CTE, Career Day, AVID speakers, SLC theme-based activities, assemblies, etc.
Continue to solicit parent and community voice through BAC/PAC/LSC	LSC/ PAC/ PTA	All	Principal	Quarter 1	Quarter 4		Increase the number of parents involved by 10%
Provide professional growth opportunities for parents and students based on feedback from stakeholders	Parental Involvement	All	Counseling Chair	Quarter 1	Quarter 4		Offer a Saturday conference for parents and community based on topics of interest
Create a new and improved parent center to increase our parent engagement	Parental Involvement	All	Principal	Quarter 1	Quarter 2		
Offer student leadership training through internships, apprenticeships and other professional immersion opportunities	Other	All	CTE Coordinator	Quarter 1	Quarter 4		50% of seniors will be enrolled in dual enrollment, AP or career apprenticeships by 2014.
Continue to provide technology tools and resources to support leadership and personal growth for students, parents and community stakeholders.	Equipment/Technology	All	Technology Coordinator	Quarter 1	Quarter 4		1 computer per 10 students



Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps