



**2012-2014 Continuous Improvement Work Plan**

**Roger C Sullivan High School**  
North-Northwest Side High School Network  
6631 N Bosworth Ave Chicago, IL 60626  
ISBE ID: 150162990250042  
School ID: 609733  
Oracle ID: 46301



**Mission Statement**

We, in the Sullivan High School community, are dedicated to continual improvement by implementing a standards based curriculum in a positive , supportive environment that enables all students to achieve post-secondary success.

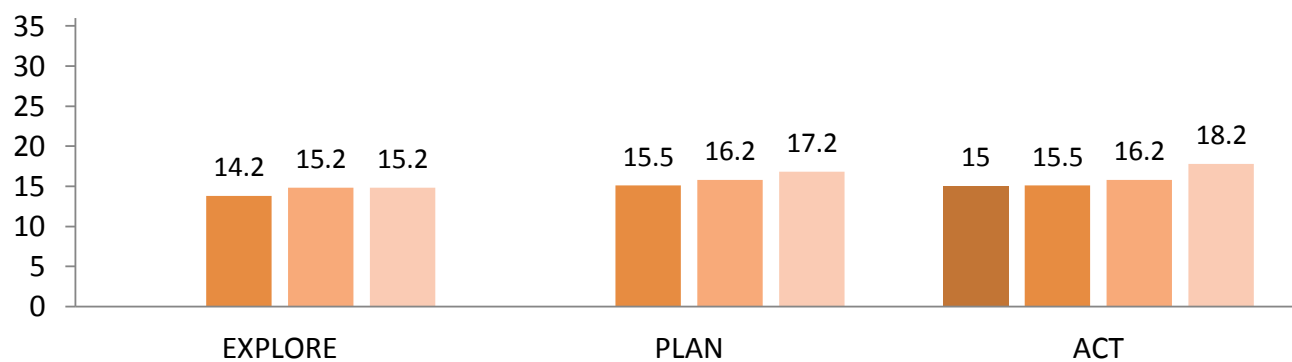
**Strategic Priorities**

1. Teachers will implement benchmarking aligned to Common Core State Standards in 9th and 10th grade math and ELA classes
2. The ILT will lead professional learning cycles with a school-wide focus on literacy.
3. Create a learning climate that provides positive supports in order to develop citizenship and post-secondary success for all students.

**School Performance Goals**

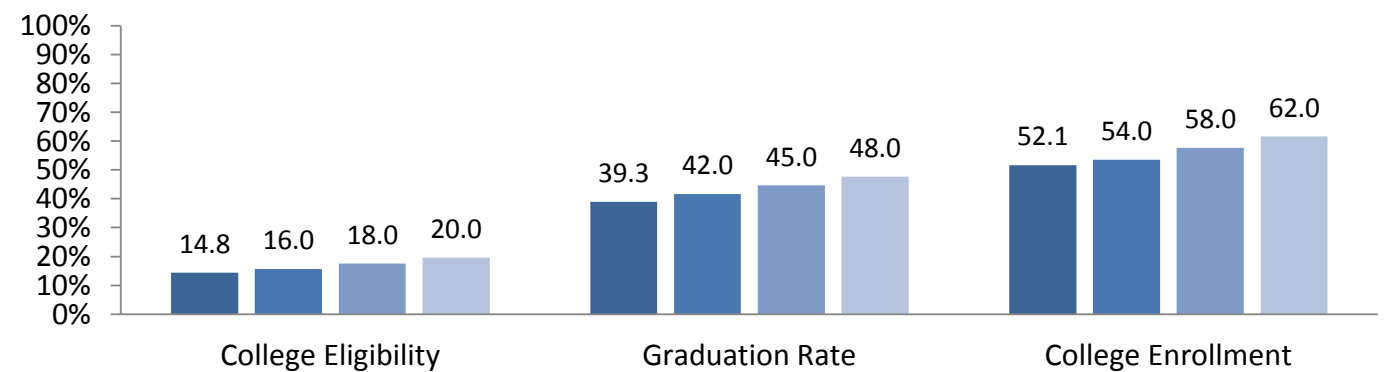
**EPAS Goals**

■ 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](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:	Roger C Sullivan 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
Carolyn Eggert	Principal
Luis Velazquez	Assistant Principal
Bryant Biegaj	LSC Member
Vincent Rociola	Classroom Teacher
Megan McKenna	Special Education Faculty
Shannon McGlynn	Lead/ Resource Teacher
Therese Plunkett	LSC Member
Paul Zimmer	Special Education Faculty
Vivian Biegaj	LSC Member
David Boby	Classroom Teacher
Isabel Stumfoll	Support Staff
Andrea Graham	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
<b>9th Grade - EXPLORE</b> Average EXPLORE score		13.2	14.2	15.2	15.2	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	14.8	16.0	18.0	20.0
<b>10th Grade - PLAN</b> Average PLAN score		14.5	15.5	16.2	17.2	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	39.3	42.0	45.0	48.0
<b>11th Grade - ACT</b> Average ACT score	15.4	13.5	15.5	16.2	18.2	<b>College Enrollment</b> % of graduates enrolled in college	52.1	54.0	58.0	62.0

EPAS Growth	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
<b>PLAN to ACT</b> Average growth from Spring PLAN to SPRING ACT	0.7	2.0

### Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	81.6	85.0	87.0	89.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	14.7	9.9	8.0	7.0
<b>Freshman On-Track</b> % of Freshman Students on-track	68.6	75.0	80.0	85.0	<b>Sophomore On-Track</b> % of Sophomore students on track	62.2	70.0	75.0	80.0



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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	13.4	15.0	18.0	21.0		<b>PSAE Reading</b> % of students exceeding state standards	0.0	1.0	2.0	3.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	13.9	17.0	20.0	23.0		<b>PSAE Mathematics</b> % of students exceeding state standards	0.0	1.0	2.0	3.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	5.8	9.0	12.0	15.0		<b>PSAE Science</b> % of students exceeding state standards	0.0	1.0	2.0	3.0

## 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>2</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>	Currently, our school has too many competing goals and remnants of several defunct district initiatives. We would like to adapt a "less is more" strategy, where we focus on quality and not quantity. Goals in English and Mathematics courses will be aligned to the Core Curriculum Standards and CPS benchmarks.	
	<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>	This is the first year of the new principal's contract and this year has been looked at as a learning curve. We need clarity of vision and a more defined mission statement. Parent outreach is improving, and there are high expectations for teachers and students.	

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<b>Teacher Leadership</b> ----->			<b>2</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>More involvement by all teachers and staff is needed. A small group of teachers tend to serve on all committees. Many teachers have competing obligations and cannot stay extra time to serve on committees and teams.</p>	

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<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>The ILT is our main source for the direction of professional development. The ILT consists of members from each department ensuring diverse representation. There is a need for a professional development feedback process to better enhance two-way communication between the whole faculty and the ILT.</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.</li> </ul>	<p>A data team needs to be formed to analyze and report on test, survey and other forms of data. Teachers need to use CIM on a more consistent basis. There is a need to provide professional development about using CIM effectively.</p>	<b>2</b>

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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>Curriculum needs to be aligned to the CCSS and CPS Benchmarks. All TCTs need to meet on a regular basis. Currently, some TCTs meet regularly, and some are prevented by scheduling constraints. Teachers need to vary instructional strategies and move away from an over-reliance on direct instruction.</p>	
	<b>Instructional materials</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Most course teams are using common materials and text. Core courses are using materials aligned to standards. Differentiated support for SWDs and ELLs must be aquired and developed.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>TCTs need to examine student work and conduct a more comprehensive item analysis of standardized test answers, HS interim testing, and other common instructional data. A quicker turn around time for EPAS data would allow teachers to adjust their course curriculum and instructional strategies in a timely manner.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Teachers need to move away from direct instruction as the main teaching strategy. Assessments need to focus on Higher Order Thinking Skills. Many departments still feel bound to the IDS timeline.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>1</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>Identification of At-Risk students needs to occur in a more timely manner so students can be connected to appropriate intervention resources. The attendance and counseling department are conducting interventions, but classroom teachers are not involved in the school-wide process.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>2</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>PD is provided weekly, but a feedback system needs to be developed and implemented for improvement of whole group PD. Next year's PD calendar is still being developed to address needs arising from the Full School Day.</p>	

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<b>DIMENSION 3: I</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>TCTs seem to be working effectively in the Core Courses, but other course teams need more time to plan. Course teams need to incorporate school data more frequently in their planning process. Special education and bilingual resource teachers need time to collaborate with general education faculty around individual student needs and goals.</p>	
	<b>Instructional coaching</b> ----->			<b>1</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>At this time, there is no formal support for new teachers. There will be several retirements and we need to establish an induction process to better serve the needs of new faculty members. Peer Observation has begun through instructional rounds, but feedback from these rounds has been limited. Teachers are still in the process of learning how to conduct and use peer observations effectively.</p>	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	The counseling department and the College and Career Coach work regularly with the 11th and 12th graders on college and career readiness, however this needs to be reinforced throughout all four grade levels.	
	<b>Relationships</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	Many students form bonds with teachers, counselors or support staff but this tends to be done on an informal level. The addition of an advisory program into the student day will provide an opportunity for bonding to occur that the current division system does not provide.	
<b>Behavior &amp; Safety</b> ----->			<b>2</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>	While school-wide non-negotiables have been established, enforcement and consequences are not normed throughout the building. Occasionally, there are situations that are un-conducive to learning caused by external events that are brought into the building.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	<b>Expectations</b> ----->			2
	<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 provides information to families during orientation, report card pick-up, and monthly PAC and LSC meetings. Updated information is posted on the school's website, the parent newsletter, and disseminated through the phone blast system. Principal regularly meets informally with parents and students during morning entry outside the building. Teachers share information on grading through course syllabi.	
	<b>Ongoing communication</b> ----->			3
	<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>	Administration, teachers and support staff regularly communicate with parents or other advocates via phone calls, emails, Gradebook Notes, parent conferences, and through phone blasts. As a next step, the school needs to continue to work on obtaining correct phone numbers, email, and house addresses for parents and advocates.	
	<b>Bonding</b> ----->			2
	<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>	The Parent Advisory Council has provided an opportunity for parents to meet with administration, teachers, and support staff on a monthly basis. As a next step, we need to improve attendance at PAC meetings through advertising and incentives. There are currently limited opportunities for parents/guardians to come and see students perform in school plays, musical performances, or other events.	

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</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>	Students and parents receive required services through OSES clinicians and special education teachers during the school day. Some referrals are made to community organizations but responsibility for follow-up lies wholly with parents, guardians, and students themselves.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</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>	The counseling department and the College and Career Coach work regularly with the 11th and 12th graders on college and career readiness, however this needs to be reinforced throughout the building.	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	The post-secondary computer lab provides opportunity to 11th and 12th grade students to explore college and career options. An expansion of this opportunity needs to be provided to underclassmen. The advisory period next year will provide an opportunity for 9-12th graders access to college and career planning. AP and Dual Credit classes are available for high performing students.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.</li> </ul>	A full high school sports program is offered to students. Clubs exist, but more adult sponsors are needed. The full school day is an unknown variable in student involvement in extra-curricular activities.		

## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	Students regularly participate in college and career readiness assessments, including EPAS, the ACT, Work Keys, FAFSA, High School Interim Testing, and CTE employability assessments.	
	<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 counseling department and the College and Career Coach provide information to parents and students regarding scholarship and financial aid opportunities. Many students and their families complete the FAFSA. The Post-Secondary Lab assists in providing opportunities for students to research college admission and tuition information.	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	Annual orientations provide students and families with needed information before the start of the school year. Grade-specific assemblies provide information to students. Service providers create transition plans to post-secondary life for SWD. High School Investigation Day, CTE investigation and matriculation events provide support for the 8th to 9th grade transition.	



## School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b><i>Use of Discretionary Resources</i></b> ----->			3
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	Discretionary funding has been provided to improve technology throughout the building. Many teachers have been provided with ELMOs, LCD projectors and other presentation equipment to improve classroom instruction and increase student engagement. Discretionary funding also provides after school, lunch, and Saturday tutoring to keep students on-track to graduate ready for college and career.	
	<b><i>Building a Team</i></b> ----->			2
<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>	There have not been many vacancies in the recent past. A new administration is currently in place and the hiring process is being refined.		
<b><i>Use of Time</i></b> ----->			2	
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	Currently, core courses have collaboration time built into the schedule. The full school day, new calendar, advisory period, and new double period blocks in English and Mathematics provide challenges to scheduling and programming for the upcoming school year.		

## 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

We, in the Sullivan High School community, are dedicated to continual improvement by implementing a standards based curriculum in a positive , supportive environment that enables all students to achieve post-secondary success.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Teachers will implement benchmarking aligned to Common Core State Standards in 9th and 10th grade math and ELA classes	We need to implement more rigorous instruction focused on what students know and are able to do. This need is reflected in the low percentage of students meeting the College Readiness Benchmarks on the EPAS exams and the low percentage of freshmen and sophomores on-track.
2	The ILT will lead professional learning cycles with a school-wide focus on literacy.	Implementation of the common core state standards require a focus on non-fiction and content-area text. This will require professional development and professional learning focused on the CCSS reading for information standards.
3	Create a learning climate that provides positive supports in order to develop citizenship and post-secondary success for all students.	Through analysis of the My Voice, My School survey data we need to improve the overall learning climate of our school and provide students strategies and incentives to improve the overall academic environment of Sullivan HS.
4	Optional	
5	Optional	

### Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will implement benchmarking aligned to Common Core State Standards in 9th and 10th grade math and ELA classes	We need to implement more rigorous instruction focused on what students know and are able to do. This need is reflected in the low percentage of students meeting the College Readiness Benchmarks on the EPAS exams and the low percentage of freshmen and sophomores on-track.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Revisit, revise, and create "I Can" statements for 9th and 10th grades	Instruction	All	English Department	Summer 2012	Quarter 1		
Select complex non-fiction and fiction texts based upon Network suggestions for texts in the classroom.	Instructional Materials	All	Network, English Dept. Chair	Summer 2012	Quarter 1		
Create 5 units based upon non-fiction and fiction pairing and aligned to "I Can" statements.	Instruction	All	9th and 10th English TCT	Summer 2012	Quarter 1		
Select lead teachers for 9th and 10th grade English teams who will oversee benchmarking implementation in each grade level	Staffing	All	Principal, English Dept Chair	Summer 2012	Summer 2012		
Provide training for 9th and 10th grade teachers during summer of 2012 on creating benchmark assessments and using benchmarking in the classroom.	Professional Development	All	9th and 10th English lead teachers	Summer 2012	Summer 2012		
For each course conduct an audit of the existing materials aligned to the CPS Bridge Curriculum map to the CCSS and acquire supplemental materials as needed	Instructional Materials	All	Course Teams	On-going	On-going		After audit is completed additional material and technology may need to be attained to better implement the CCSS.
Course teams will collaborate in a timely manner to create "I Can" statements aligned to the CCSS proposed in the CPS curriculum map for 9th and 10th grade Math and English classes.	ILT/ Teacher Teams	All	Team Leaders/TCT	Summer 2012	Quarter 1		Create a timeline for teams to meet and create the 1st semester "I Cans" and assessments during Sullivan Summer Summit
A Benchmarking team will create an infrastructure that will support and sustain the benchmarking process for 9th and 10th grade English and Math classes. Including the logistics for gradebook, providing student multiple opportunities to master benchmarks.	ILT/ Teacher Teams	All	Bechmarking team	Summer 2012	Quarter 1		Consult with gradebook. Formation of Benchmarking team needed. Support from administration to provide and sustain a benchmarking infrastructure that will support all students.

### Strategic Priority 1

Implement a support system for 9th and 10th grade teachers which will include collaboration time and ongoing professional development opportunities regarding the Benchmarking process.	Professional Development	All	Administration/ILT	On-going	On-going		Ensure that appropriate time is made available for collaboration and professional development.
Monitor the growth of our students over time.	ILT/ Teacher Teams	All	Team Leaders/TCT	On-going	On-going		Create a team to review the data.

## 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
The ILT will lead professional learning cycles with a school-wide focus on literacy.	Implementation of the common core state standards require a focus on non-fiction and content-area text. This will require professional development and professional learning focused on the CCSS reading for information standards.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Select powerful practices aligned to the Targeted Instructional area of literacy	Instruction	All	ILT	Summer 2012	Quarter 1		
Select professional reading aligned to powerful practices	Professional Development	All	ILT	Summer 2012	Quarter 1		
Deliver PD to full faculty on power practices	Professional Development	All	ILT	Summer 2012	Quarter 1		
Facilitate peer observation to promote reflection on use of power practices	Professional Development	All	ILT	Summer 2012	Quarter 1		
Align ILT focus with TCT practice	ILT/ Teacher Teams	All	ILT	Summer 2012	Quarter 1		
Conduct instructional round to gather data on implementation and effect on student learning	Instruction	All	ILT	Summer 2012	Quarter 1		
Facilitate discussion to develop next steps for the following quarter	ILT/ Teacher Teams	All	ILT	Summer 2012	Quarter 1		
Select powerful practices aligned to the Targeted Instructional area of literacy	Instruction	All	ILT	Quarter 1	Quarter 2		
Select professional reading aligned to powerful practices	Professional Development	All	ILT	Quarter 1	Quarter 2		
Deliver PD to full faculty on power practices	Professional Development	All	ILT	Quarter 1	Quarter 2		
Facilitate peer observation to promote reflection on use of power practices	Professional Development	All	ILT	Quarter 1	Quarter 2		
Align ILT focus with TCT practice	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 2		
Conduct instructional round to gather data on implementation and effect on student learning	Instruction	All	ILT	Quarter 1	Quarter 2		
Facilitate discussion to develop next steps for the following quarter	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 2		



**Strategic Priority 2**

Select powerful practices aligned to the Targeted Instructional area of literacy	Instruction	All	ILT	Quarter 2	Quarter 3		
Select professional reading aligned to powerful practices	Professional Development	All	ILT	Quarter 2	Quarter 3		
Deliver PD to full faculty on power practices	Professional Development	All	ILT	Quarter 2	Quarter 3		
Facilitate peer observation to promote reflection on use of power practices	Professional Development	All	ILT	Quarter 2	Quarter 3		
Align ILT focus with TCT practice	ILT/ Teacher Teams	All	ILT	Quarter 2	Quarter 3		
Conduct instructional round to gather data on implementation and effect on student learning	Instruction	All	ILT	Quarter 2	Quarter 3		
Facilitate discussion to develop next steps for the following quarter	ILT/ Teacher Teams	All	ILT	Quarter 2	Quarter 3		

### 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
Create a learning climate that provides positive supports in order to develop citizenship and post-secondary success for all students.	Through analysis of the My Voice, My School survey data we need to improve the overall learning climate of our school and provide students strategies and incentives to improve the overall academic environment of Sullivan HS.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify students with At-Risk Attendance Patterns (both absence and tardiness) and provide them with support mechanisms and incentives for improved attendance	Other	All	Attendance Coordinator Search and Rescue Team	Quarter 1	On-going		A collaborative approach will be taken by all faculty/staff to identify students with poor attendance patterns, notify parents, and create an attendance intervention plan.
Implement Behavior Modification Strategies, on a school wide level, to proactively address discipline issues using balanced and restorative justice strategies in an attempt to correct poor behavior in a non-punitive manner, thus reducing the number of overall suspensions.	Other	All	Administration, Dean of Students, Peer Council, All faculty and staff	Summer 2012	On-going		Schoolwide strategies will be put in place aligned to DSC training that will positively affect student behavior in the classroom and hallway.
Through the advisory period, students with academic needs will be identified and directed to academic programs available at the school to assist students with their educational needs	Instruction	All	Advisory instructor, classroom teachers, counselors	Quarter 1	On-going		The school will provide students with academic recovery opportunities and tutoring aimed at teaching students strategies to improve academic success.
Involve parents, guardians, case workers, and/or sponsors as active stakeholders in their child's education and partner with them to create a team that gives all-around support to the success of their child	Parental Involvement	All	Administration, PAC, All Faculty and staff	Quarter 1	On-going		It will be imperative to look at parent response data from the CCSR to address parents concerns regarding their child's education.
Create a New Student welcoming program designed to improve student transition into the Sullivan Learning Community for any newly enrolled student	Other	Other student group	Counseling, Advisory Teacher, Peer Mentors	Summer 2012	On-going		Current students will act as Peer Mentors to assist in easing the transition for new students into the Sullivan HS community.
Academic Departments will create a Summer activity packet that students will complete while on summer vacation, to engage students in academically challenging activities during the summer recess.	Instruction	All	TCTs	Quarter 4	Summer 2012		Returning students will be given their packet before leaving for summer vacation. Incoming Freshmen will be given their packets during Freshman Orientation.



**Strategic Priority 3**

Students will be provided opportunities to participate in extra-curricular programs, including clubs and sports, that will assist in developing citizenship, responsibility and teamwork.	After School/ Extended Day	All	Club Sponsors and Coaches	Summer 2012	On-going		Students need to be provided with a full array of clubs and sports, that will give them opportunities to socialize in productive relationships with their peers.
Design an effective advisory program in partnership with UMOJA	Instruction	All	A-Team, Administration	Summer 2012	On-going		We have begun working with UMOJA to choose school-wide foci for advisory at each grade level and the A-Team will work over the summer of 2012 to design advisory curriculum at UMOJA University.
Integrate college and career preparation for students in all grade levels during advisory period.	Instruction	All	A-Team, Administration	Summer 2012	Summer 2012		College and career readiness will be integrated into advisory curriculum at every grade level during UMOJA University.
Develop the Principal's Young Tiger Advisory Committee to afford all students a chance to provide feedback to the administration on a variety of school issues.	Other	All	LSC student rep, Principal	Quarter 1	On-going		Student Government, Peer Council, and the PYTAC provide multiple opportunities for student voice and leadership in school decision making.





### Strategic Priority 4

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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



### Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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