



2012-2014 Continuous Improvement Work Plan

Whitney M Young Magnet High School

West Side High School Network
211 S Laflin St Chicago, IL 60607
ISBE ID: 150162990250764
School ID: 609755
Oracle ID: 47101



Mission Statement

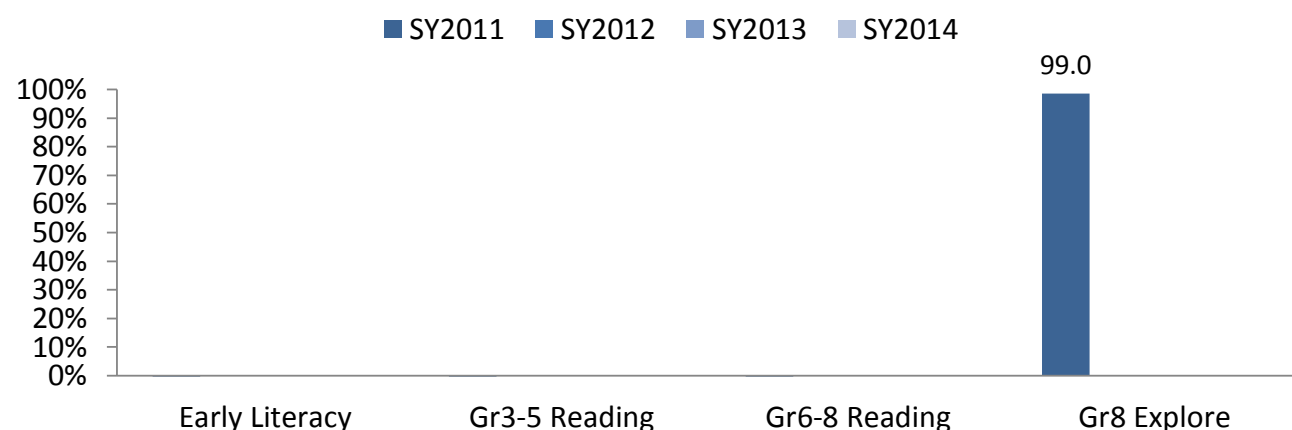
The mission of Whitney M. Young Magnet High School is to create a positive, diverse, friendly, and challenging learning community where all students grow toward fulfilling their potential in academic, artistic, physical, and social-emotional dimensions. We value the uniqueness of each student and prepare our graduates both to succeed in their own lives and to make positive contributions to society. In support of our mission we provide a comprehensive academic program which challenges all students to reach their maximum potential. We seek to provide an environment of excellence, responsibility, and diversity to foster our students' intellectual, physical, social, artistic, and technological skills through structured learning experiences and parental support.

Strategic Priorities

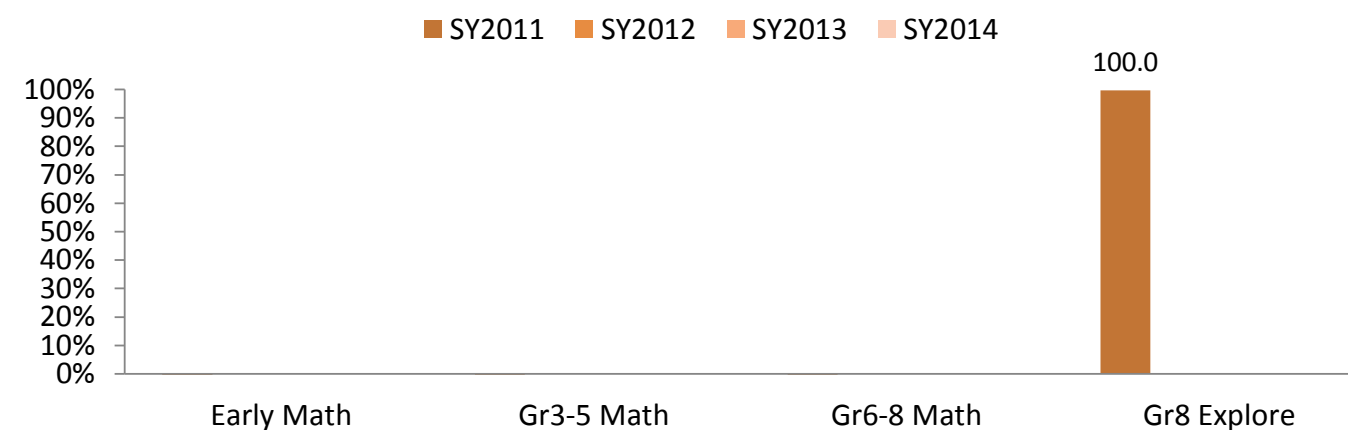
1. The entire school becomes a community of learners in which the REACH Students Framework guides professional development and instructional decision-making.
2. Teachers deliver Common Core aligned literacy and math instruction across the core curriculum supported by high quality materials.
3. Technology is effectively integrated throughout the work of the school in classrooms, the library media center, the technology centers, and the counseling department. Teachers are given appropriate training on the technology they are then expected to integrate into lesson planning.
4. Using the RtI tiered framework, all faculty members work to maintain high achievement levels and high test scores for all students, including those with special needs. As a school community we consistently enact our commitment to our students' social and emotional growth as well as their cognitive and physical growth.
5. Faculty and administration work together using a multidimensional approach to maintain high attendance rates for all students.

School Performance Goals

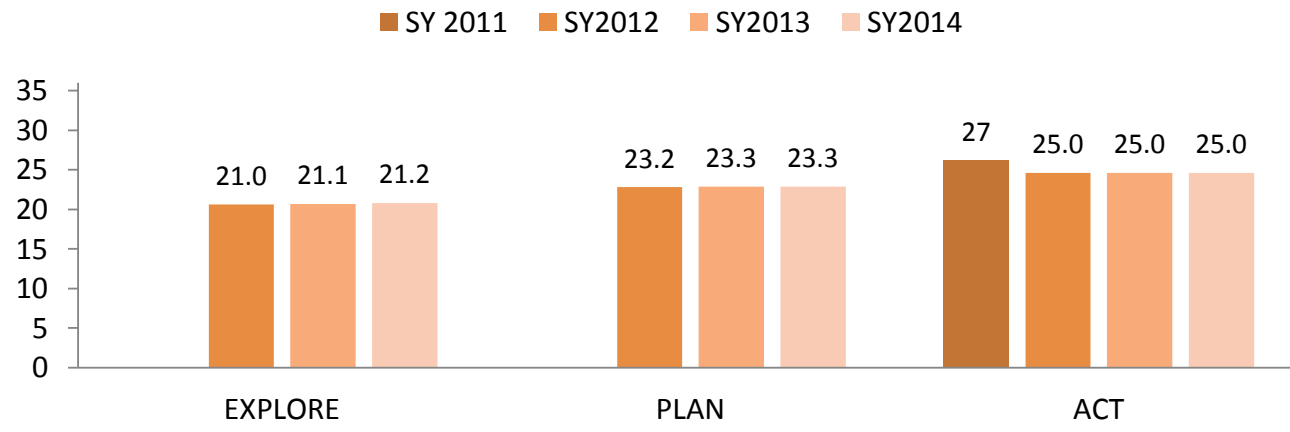
Literacy Performance Goals



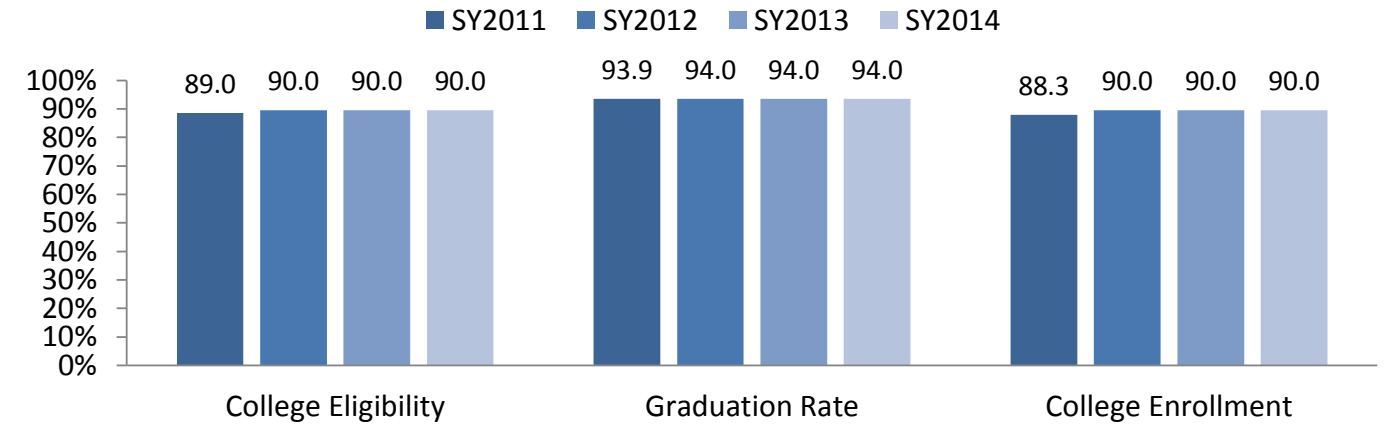
Math Performance Goals



EPAS Goals



12th Grade & Graduation Goals





Continuous Improvement Work Plan

2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Whitney M Young Magnet High School

Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Dr. Joyce Kenner	Principal
Dr. Dagny Bloland	Classroom Teacher
Mr. Mark Grishaber	Assistant Principal
Mr. Melvin Soto	Assistant Principal
Mr. Jim English	Classroom Teacher
Mr. Alexander Dee	LSC Member
Ms. Elizabeth Blinderman	LSC Member
Ms. Tracey Giunta	Special Education Faculty
Ms. Julia Spearman	LSC Member
Ms. Norma Chinn	Counselor/Case Manager
Ms. Valerie Spann	Support Staff
Mr. Matt Swanson	Assessment/Data Faculty



Elementary 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: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA						Early Math % of students at Benchmark on mClass	NDA		
3rd - 5th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA						Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA		
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA						Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA		
6th - 8th Grade										
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA						Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA		
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA						Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA		
8th Grade										
Explore - Reading % of students at college readiness benchmark	99.0						Explore - Math % of students at college readiness benchmark	100.0		



Elementary 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: ISAT scores include all students in the aggregates, including English Language Learners.

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal			SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.6	95.0	95.0	95.0		Misconducts Rate of Misconducts (any) per 100	1.2	1.0	1.0	1.0

State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
ISAT - Reading % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		ISAT - Reading % of students exceeding state standards	77.0	77.0	77.0	77.0
ISAT - Mathematics % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		ISAT - Mathematics % of students exceeding state standards	99.5	99.0	99.0	99.0
ISAT - Science % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0		ISAT - Science % of students exceeding state standards	87.9	88.0	89.0	90.0



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: PSAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		20.9	21.0	21.1	21.2	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	89.0	90.0	90.0	90.0
10th Grade - PLAN Average PLAN score		23.1	23.2	23.3	23.3	5-Year Graduation Rate % of students who have graduated within 5 years	93.9	94.0	94.0	94.0
11th Grade - ACT Average ACT score	26.6	24.9	25.0	25.0	25.0	College Enrollment % of graduates enrolled in college	88.3	90.0	90.0	90.0

EPAS Growth

	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.3	2.2
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.8	1.7

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	94.6	95.0	95.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	1.2	1.0	1.0	1.0
Freshman On-Track % of Freshman Students on-track	96.7	96.0	97.0	97.0	Sophomore On-Track % of Sophomore students on track	94.4	95.0	95.0	95.0



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		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	96.0	95.0	95.0	95.0		PSAE Reading % of students exceeding state standards	40.5	40.0	40.0	40.0
PSAE Mathematics % of students meeting or exceeding state standards	96.8	96.0	96.0	96.0		PSAE Mathematics % of students exceeding state standards	32.1	33.0	33.0	33.0
PSAE Science % of students meeting or exceeding state standards	93.7	93.0	93.0	93.0		PSAE Science % of students exceeding state standards	31.3	31.0	31.0	31.0

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.**

DIMENSION 1:Leadership

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action ----->			4
<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.	Our CIWP Strategic Plan includes five priorities and clear theories of action for each priority. We are monitoring data using disaggregated demographics with the following components: Rtl, 7th grade orientation, ACT preparation, PSAT preparation, Freshman Connection, Writing Center, Increased AP enrollment, Naviance, upgraded Counseling Department structure, integration of Specialized Services teachers in gen ed curricular planning and data analysis.	
Principal Leadership ----->			4
<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.	Dr. Kenner's establishment of PLCs, Dr. Kenner's open door policy, Professional Development Committee. Reorganized Counseling Department, support of teacher attendance at AP Conferences and other professional development opportunities outside the building. Dr. Kenner's direction of Naviance, Rtl, and ILT initiatives and monitoring of classroom practice Parent communication including Kenner's Korner, quarterly newsletter, school website, edline, Hot Topic parent forum, College Nights, Parent Night, Report Card Pickup, Academic Center Family Night	



School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<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- RtI 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	Teacher are involved in professional growth through the following: PLCs, vertical and horizontal articulation, co-planning in grade and course teams, Dr. Kenner's encouragement of National Board participation, new teacher mentoring, cognitive coaching, CIWP priority teams, work of Assessment Director, work of Curriculum Director, co-operation between Union leaders and PLC and Dr. Kenner, and encouragement for grant writing.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<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 	Under Dr. Kenner's leadership, the ILT meets regularly and attends network professional development sessions, planning and disseminating information through professional development sessions. We welcome the increased time for professional development in 2012-13.	
Monitoring and adjusting ----->			4
<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. 	Led by Dr. Kenner, Mr. Soto, Ms. Zalon (the AP Co-ordinator), Mr. Swanson (the Assessment Director), Dr. Bloland and Ms. Pucci (Rtl co-ordinators), we carry out the following initiatives: annual State of the School Report to the faculty and the LSC, analysis of EPAS data and ISAT data, analysis of failures and failure rates, AP score analysis, and PLC focus on student work.	



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DIMENSION 2: Core Instruction

Typical School	Effective School	Evidence	Evaluation
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.	<p>Considerable co-planning by grade level, course, year, and sequence occurs. We are looking forward to more planning time in 2012-13 to do this with greater effectiveness.</p> <p>On- and above-grade level texts are in use in all classes. We look forward to incorporating more informational and general nonfiction texts in book and electronic form throughout the curriculum and especially in core classes, in accordance with the CCSS.</p> <p>Specialized Services Department members regularly participate in course-level planning with gen ed teachers.</p>	
Instructional materials ----->			4
<ul style="list-style-type: none">Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.Instructional materials support a general curriculum with little differentiation for student learning need.	<ul style="list-style-type: none">Each grade level or course team has a set of instructional materials that are aligned with standards.Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	<p>Instructional materials are aligned with current ISBE Standards in all classes, and we are seeking faculty input in identifying further instructional materials in support of the CCSSs. We plan to participate in the survey described below.</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.			



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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none">• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.• Most assessments are designed to be identical for all students, without accommodation for learner need.	<ul style="list-style-type: none">• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	<p>The Assessment Director, Curriculum Director, RtI Co-ordinators, and AP Co-ordinator provide regular reports to faculty on standardized test results. Classroom level assessment are discussed in department meetings. The Director of Specialized Services, case manager, and student advocates communicate regularly with gen ed teachers and specialized services teachers to ensure adequate monitoring of student progress and intervention as needed. Increased PD time in 2012-13 will allow us to do this more effectively.</p>	



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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<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.	All faculty distribute syllabi and information packets at the beginning of the school year and communciate regularly with parents through Edline and email as needed. Scaffolding of instruction is a focus of department meeting time and professional development sessions. Gen ed faculty work closely with specialized services personnel to ensure that IEPs are followed. We look forward to professional development time to work on fine-tuning these initiatives in 2012-13.	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Freshman Connection provides a key opportunity for initial screenings to identify students' needs both for intervention and for enrichment. Across grade levels, analysis of EPAS, ISAT, and failure rate data helps identify skill gaps for individuals and patterns of gaps across classes. Interventions include referrals to the Writing Center, the RtI co-ordinators, tutoring, and counselor conferences.</p>	
Professional Learning	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. 	<p>Under Dr. Kenner's and Mr. Grishaber's direction, professional development is planned in accordance with the school's mission statement and in response to ISBE and CPS initiatives and data analysis. Professional development during this past year has focused on classroom practice, including workshops on Understanding by Design, differentiation, RtI, technology, and introduction to the REACH Students Framework. We look forward to more time for professional development in 2012-13.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Collaboration based on the school's mission statement and data analysis is now in place for the majority of courses and grade levels where appropriate. Specialized services teachers are included in this collaboration. ILT support is always available, and most ILT team members are trained cognitive coaches. Processes of team collaboration will benefit from expanded professional development time in 2012-13.	
	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. 	Informal mentoring occurs for new teachers and for teachers seeking National Board certification. Department supervision by administrators provides quality feedback to teachers on individual professional growth. In 2012-13 we plan to expand our initiative in individual professional development.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Whitney Young expects every student to go to college and has a long established culture of expectation and preparation for college. 100% of our graduates apply and are accepted to college every year. Our graduates go to universities such as Harvard, Yale, Princeton, Stanford, Cal Tech, MIT, the University of Chicago, Northwestern University, U of I at Urbana, FAMU, Loyola University, Grinnell, Cornell, Oberlin, and many other institutions of higher learning.</p> <p>Our 103 extracurricular and 53 athletic teams provide opportunities for student leadership and participation for every student.</p>	
	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. 	<p>Counselors meet regularly with students for programming and other issues as needed and are available for individual counseling. Counseling interns relieve counselors of clerical work and assist in meetings. Focus on Us Days provide opportunities for students to discuss crucial social-emotional issues like bullying, suicide, academic and peer pressure. The Peer mentoring program gives new students good role models and peer support. Classrooms for students with severe disabilities are integrated throughout the school. The End the Word campaign has pervaded the culture of the school. Curriculum and clubs provide opportunities to celebrate students' home culture and to teach other students about those cultures.</p>	
	Behavior & Safety ----->			4
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Our schoolwide discipline incident rate is less than 1%. Dr. Kenner, the Leadership Team, the faculty, ESPs, students, and parents co-create and maintain an atmosphere of caring, warmth, and willingness to solve problems. Main office staff greet visitors warmly. Deans' offices are open for students and their concerns.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	Through the school's website, Kenner's Korner, LSC meetings, and the like, Dr. Kenner regularly provides families and the entire school community with current data on school performance as well as contextual information to make the data as informative and helpful as possible. Teachers communicate regularly with families through Edline, email, and telephone communication. Counselors work with families on the next step in students' educational careers.	
	Ongoing communication ----->			4
	<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. 	Teachers communicate regularly with families via edline, email, and phone calls to let parents know about students' progress and to help construct plans for meeting the needs of individual students. Teachers are available during Parents' Night, their prep periods, and Report Card Pickup.	
	Bonding ----->			4
	<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. 	In addition to the initiatives listed above, Dr. Kenner leads in celebrating our students' achievements in all dimensions of their education, including assemblies and pep rallies for the Academic Decathlon Team, the Math Team, the Chess Club, and our musical organizations, as well as our championship basketball and other teams. Each year's program includes many concerts, two full length plays, the annual Art Fair, Science Day, and Club Day, among other events.	

School Effectiveness Framework

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6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	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. 	Counselors, the school social worker and nurse, the attendance office, and the deans communicate frequently with families in need of special support and often make referrals to social service agencies.	
	College & Career Exploration and election ----->			4
	<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. 	Under Dr. Kenner's direction the Counseling Department provides the following services to every student: a four- or six-year plan for academic planning, Naviance for college selection and application, College Night for information about the process, and regular opportunities for career planning.	
	Academic Planning ----->			4
	<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. 	In addition to the services listed above, the department chairs and AP Co-ordinator work closely with the Curriculum Committee to provide each student an appropriately rigorous and coherent academic program. Four- and six-year plans for each student's academic career at WY are reviewed collaboratively by counselors, students, and parents.	
	Enrichment & Extracurricular Engagement ----->			4
	<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. 	WY offers 103 extracurricular activities and organizations as well as 52 athletic teams. Each year we hold a Club Day to publicize these organizations and encourage students to join. Extracurricular participation is stressed as part of the Freshman Orientation	

School Effectiveness Framework

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	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. 	<p>The Counseling Department and the Assessment Director oversee the administration of the PSAT and EPAS as well as the ISAT. Naviance is used to help students identify career choices. WY is a site for Saturday administration of the ACT.</p>	
	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. 	<p>The Counseling Department provides the Naviance Program and guidance to students and families in interpreting the results of standardized tests and grades, and sponsors Hot Topics parent meetings and College Nights to give families information in making informed decisions about college and its costs.</p>	
	Transitions ----->			4
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Freshman Connection, Freshman Orientation, and 7th Grade Orientation provide effective transitions for incoming students. 80% of freshmen and 90% of 7th graders participate in these programs. Academic Center teachers communicate across grade levels to provide seamless transitions for students between 7th and 8th and between 8th and 9th grade. Service learning and leadership opportunities send students out into the community and give them experiences which will help them make the transition into adult responsibilities. As of April 30, more than 90% of seniors have</p>	

School Effectiveness Framework

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

		Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->				4
	<ul style="list-style-type: none"> • School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> • School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Dr. Kenner, the LSC, the Leadership Team and its subcommittees, and department chairs work collaboratively to allocate resources in alignment with identified needs. Friends of Whitney Young holds fundraisers and provides supplementary funding for special needs both curricular and extracurricular. Our limited resources are deployed to create conditions in which our students will succeed.</p>		
	Building a Team ----->				4
	<ul style="list-style-type: none"> • Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>Dr. Kenner oversees a multi-step hiring process in which department members teaching various courses participate in interviewing candidates for teaching and other positions. Each year we host 10 or more student teachers in various departments, whose service provides a pool of potential candidates for positions.</p>		
Use of Time ----->					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
<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.	Dr. Kenner, the Counseling Department, the department chairs, and the school scheduler work collaboratively to design a school-wide schedule which is responsive to student needs and state requirements. This design includes a resource class for students with special needs who are struggling in gen ed classes and a tiered 7th and 8th grade math program to meet students' academic needs. We look forward to making these collaborations more effective with the extra professional development time provided in 2012-13.	



Mission & Strategic Priorities

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

Mission Statement

The mission of Whitney M. Young Magnet High School is to create a positive, diverse, friendly, and challenging learning community where all students grow toward fulfilling their potential in academic, artistic, physical, and social-emotional dimensions. We value the uniqueness of each student and prepare our graduates both to succeed in their own lives and to make positive contributions to society. In support of our mission we provide a comprehensive academic program which challenges all students to reach their maximum potential. We seek to provide an environment of excellence, responsibility, and diversity to foster our students' intellectual, physical, social, artistic, and technological skills through structured learning experiences and parental support.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	The entire school becomes a community of learners in which the REACH Students Framework guides professional development and instructional decision-making.	Although we have confidence in our faculty as high-achieving and committed professionals (We have, for example, 32 National Board Certified Teachers on staff.), the Chicago Teaching Framework is new to us all. Therefore we want to prioritize locally designed, carefully planned professional development in the four domains of teacher evaluation, so that we can use this new system to increase student achievement at our specific school.
2	Teachers deliver Common Core aligned literacy and math instruction across the core curriculum supported by high quality materials.	Our current core curriculum has resulted in meets-and-exceeds percentages of 96.0 in reading, 96.8 in math, and 93.7 in science on the ACT. Our comparable ISAT percentages are 100.0 for reading, math, and science. However, the Common Core and its associated measures will require increased rigor in core curriculum and marked increase in supplementary reading materials, particularly in nonfiction.
3	Technology is effectively integrated throughout the work of the school in classrooms, the library media center, the technology centers, and the counseling department. Teachers are given appropriate training on the technology they are then expected to integrate into lesson planning.	Our school's technology has always been one of its attractions for students and parents. Our continuing priority is to maintain and upgrade our technological equipment throughout the school and provide training so that it is not only available to counselors, teachers, students, and parents but accessible by all of these groups. By 2012-13 all classrooms will be equipped with upgraded projectors and screens, and the computers in the tech centers, language labs, library media center, and counseling department will be upgraded. We need to provide teachers and counselors with continuing training on the use of technology in the service of student achievement.

4	Using the RtI tiered framework, all faculty members work to maintain high achievement levels and high test scores for all students, including those with special needs. As a school community we consistently enact our commitment to our students' social and emotional growth as well as their cognitive and physical growth.	To determine this priority we used EPAS, ISAT, AP, and PSAT scores as well as quarterly failure reports and the My Voice, My School surveys, because we need to challenge and support all of our students--high achievers as well as low achievers and those whose achievement falls in the middle of our range. For example, although our Spring 2011 mean ACT score was 26.6, we must continue to ensure that every student is as well prepared for this exam as we can make him or her. At the same time we continue our commitment to our students as multi-dimensional whole human beings whose emotional health and coping skills are crucial to their success. This priority helps us to focus on individual student achievement through classroom instruction, group and individual guidance, and in supplementary intervention within the RtI framework.
5	Faculty and administration work together using a multidimensional approach to maintain high attendance rates for all students.	Because we know that regular attendance is crucial to academic achievement, we work daily to maintain our current 95% attendance rate. At this time our priority in this dimension is to involve counselors and teachers more directly in attendance issues under the RtI framework so that students who are absent feel supported and return to school with confidence in their ability to succeed.

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
The entire school becomes a community of learners in which the REACH Students Framework guides professional development and instructional decision-making.	Although we have confidence in our faculty as high-achieving and committed professionals (We have, for example, 32 National Board Certified Teachers on staff.), the Chicago Teaching Framework is new to us all. Therefore we want to prioritize locally designed, carefully planned professional development in the four domains of teacher evaluation, so that we can use this new system to increase student achievement at our

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Allocate PD time for PLCs, including the REACH Students Framework for teacher evaluation in these agendas.	Professional Development	Not Applicable	Dr. Kenner / Leadership Team	Summer 2012	Summer 2012	On-Track	Insofar as possible, schedule the new weekly meetings and other CPS-mandated PD time for careful exploration of the REACH Students Framework. Periodically revisit schedule.
Provide structure for teachers' self-assessment of needs on REACH Students Framework.	Professional Development	Not Applicable	ILT, Professional Development Committee	On-going	On-going	On-Track	Survey faculty members to optimize PD time devoted to REACH Students Framework.
Increase efforts for cognitive coaching of classroom teachers	Professional Development	Not Applicable	ILT, PD Committee, NBCTs	Quarter 1	On-going	On-Track	Using our cognitive coaching consultant and previously trained cognitive coaches, expand the cognitive coaching structure among faculty members.
Improve professional library in teachers' area.	Professional Development	Not Applicable	Mr. Grishaber. Dr. Bloland, PD Committee, Mr. Soto	On-going	On-going	On-Track	Solicit teacher and counselor input in adding to our professional library in both paper and electronic formats. Increase accessibility of this collection.
Organize additional PLCs to meet the needs identified in teacher self assessment	Professional Development	Not Applicable	Dr. Kenner / ILT, PD Committee	Summer 2012	Quarter 1	On-Track	Use the PLC structure to allow faculty members to study current cognitive, physical, and social-emotional issues among our students and share what they learn across PLCs.
Leverage NBCT experience for PLCs.	Professional Development	Not Applicable	ILT, PD Committee, NBCTs	On-going	On-going	On-Track	Invite and recruit our 32 NBCTs to increase their involvement with PLCs and cognitive coaching.
Build upon culture of collaboration and reflective practices to organize 2012-13 PLCs..	Professional Development	Not Applicable	Teachers, ILT, PD Committee, Leadership Team	On-going	On-going	On-Track	Build on the communities of learners structure which has been in place for many years at WY to increase our ability to reflect on our practice and help our students to achieve and excel, as described in our school's mission statement.
Increase the number of NBCTs at WY.	Professional Development	Not Applicable	Dr. Kenner, Leadership team	On-going	On-going	On-Track	Recognizing the congruence between the REACH Students Framework and the National Board process, encourage as many teachers as possible to experience the National Board process to add value to instruction at WY.



Strategic Priority 1

Monitor the effectiveness of professional development more systematically by means of regular online surveys.	Professional Development	Not Applicable	Professional Development Committee, ILT	Summer 2012	On-going	On-Track	Initiate more systematic data collection on the effectiveness of professional development sessions will allow us to tailor professional development more precisely to faculty members' needs.

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
Teachers deliver Common Core aligned literacy and math instruction across the core curriculum supported by high quality materials.	Our current core curriculum has resulted in meets-and-exceeds percentages of 96.0 in reading, 96.8 in math, and 93.7 in science on the ACT. Our comparable ISAT percentages are 100.0 for reading, math, and science. However, the Common Core and its associated measures will require increased rigor in core curriculum and marked increase in supplementary reading materials, particularly in nonfiction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ensure that all teachers, particularly teachers of core subjects in grades 9 and 10, become familiar with the basic structure of the CCSSs.	Professional Development	Not Applicable	Dr. Kenner, Leadership Team, ILT, PD Committee, Dept Chairs	On-going	Quarter 1	On-Track	Continue our faculty familiarization with the CCSS, which we began in 2010-11.
Map existing texts and supplementary materials onto the CCSSs to determine where needs for additional materials exist, particularly in nonfiction texts and primary sources.	Instructional Materials	Not Applicable	ILT, Dept Chairs	Summer 2012	On-going	On-Track	Explore both traditional print texts and electronic sources, using the expertise of our teacher librarians and content area teachers. (See below.)
Revise current schoolwide curriculum in core subjects as needed, to ensure both vertical and horizontal articulation in English, math, and social science and science reading.	ILT/ Teacher Teams	Not Applicable	Dr. Kenner, Leadership Team, ILT, PD Committee, Dept Chairs	On-going	Quarter 2	On-Track	Continue our migration to CCSS-based curriculum and instruction, begun in 2010-11, using Summer 2012 as much as possible.
Plan and use weekly professional development time to discuss, monitor, and revise instruction in support of this priority.	ILT/ Teacher Teams	Not Applicable	Dr. Kenner, Leadership Team, ILT, PD Committee, Dept Chairs	On-going	On-going	On-Track	Make optimal use of increased PD time to continue our professional conversation in support of how the CCSS look and work in our classrooms.
Continue our ongoing co-planning with the school Specialized Services Department and personnel with training in Gifted Education to ensure appropriate differentiation of instruction.	ILT/ Teacher Teams	Not Applicable	Dr. Kenner, Mrs. Giunta, Leadership Team, ILT, RtI Committee, PD Committee, Dept Chairs	On-going	On-going	On-Track	More fully integrate RtI principles into our curricular and instructional planning
Continue to staff our Writing Center with a full time certified English teacher to provide individual help with writing skills in the service of the CCSS goals.	Instruction	All	Dr. Kenner, LSC, ILT, RtI Co-ordinators	On-going	On-going	On-Track	Continue to provide the Writing Center as a valuable resource both for individual students and for teachers across the curriculum with respect to the writing components of the CCSS.
Ensure that all students can effectively navigate CPS databases	Instruction	All	Library Staff	Quarter 1	On-going	On-Track	Evaluate our instruction and instructional tools and make necessary changes.
Ensure that all students can effectively access eBooks through the new SOAR online library catalog.	Instruction	All	Library Staff	Quarter 1	On-going	On-Track	Continue to introduce SOAR to our 7th and 9th grade students.



Strategic Priority 2

Ensure that students will successfully engage in using web 2.0 tools for classroom assignment.	Instruction	All	Library Staff	Quarter 1	On-going	On-Track	Facilitate the work of the librarians in remaining aware of current web 2.0 technologies; engaging more staff members in using these tools; and collaborating with staff members to introduce these tools.
Provide teachers and students with access to CC Appendix B text exemplars in the library	Instructional Materials	All	Library Staff	Quarter 1	On-going	On-Track	Ensure that CC resources are available in the library, and continue to purchase new materials that support CCSS.
Study how to evaluate and align English and math curricula with the PARCC.	ILT/ Teacher Teams	Not Applicable	English and Math Teachers	On-going	Summer 2013	On-Track	Continue the ongoing process of evaluating the core curriculum to meet the needs of our students in the context of the PARCC.
Incorporate the Common Core statistics strand into each level of the mathematics curriculum	Instruction	Not Applicable	Math Teachers	On-going	Summer 2013	On-Track	After our initial correlation of the CCSS to the WY mathematics curriculum, we found that the statistics strand was lacking in our current curriculum. We are making a concerted effort to incorporate all elements of the strand into our courses.
Develop student centered math explorations to develop student engagement and understanding of the CCSS.	Instruction	Not Applicable	Math Teachers	On-going	On-going	On-Track	Teacher teams are currently meeting to create and discuss teaching activities and strategies which have been proven effective in their classes and sharing these ideas with colleagues.
Increase the use of technology in the mathematics classroom to further increase classroom engagement. The use of the TI-Nspire and Geometer's Sketchpad will be the initial focus.	Instructional Materials	All	Math Teachers	On-going	On-going	On-Track	Furtherin house professional development is needed in this area. In addition, the alignment of the curriculum is part of this milestone.
Continue to align vertical teaming to ensure continuity within the English, mathematics, science, and social science curriculum.	Instruction	All	English and Math Teachers	On-going	Summer 2013	On-Track	Exmaine how the CCSS will look across the curriculum as more CCSS are published.
Evaluate core instructional materials to see if they are meeting the needs of the CCSS.	Instructional Materials	All	English and Math Teachers	On-going	Summer 2013	On-Track	Complete an evaluation of our current texts to determine their support of the standards. New instructional materials will be considered based upon theirrelation to the standards.
Participate in CCSS training when available.	ILT/ Teacher Teams	Not Applicable	Core Subject Teachers	On-going	On-going	On-Track	Continue in house professional development on exploring how the CCSS look in classroom practice.
Continue to analyze testing data from the PSAT, ACT and ISAT to determine areas of need and how they correlate to the CCSS.	ILT/ Teacher Teams	Not Applicable	English, Math, and Science Teachers	Summer 2012	Summer 2012	On-Track	Continue to work with RtI team and Specialized Services Depertment to differentiate instruction for all our 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
Technology is effectively integrated throughout the work of the school in classrooms, the library media center, the technology centers, and the counseling department. Teachers are given appropriate training on the technology they are then expected to integrate into lesson planning.	Our school's technology has always been one of its attractions for students and parents. Our continuing priority is to maintain and upgrade our technological equipment throughout the school and provide training so that it is not only available to counselors, teachers, students, and parents but accessible by all of these groups. By 2012-13 all classrooms will be equipped with upgraded projectors and screens, and the computers in the tech

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide laptops to all classroom instructors	Equipment/Technology	Not Applicable	Melvin Soto	Summer 2012	Quarter 1	On-Track	Replace teacher laptops every four years.
Maintain all Laptops	Equipment/Technology	All	Melvin Soto	On-going	On-going	On-Track	Maintain laptops and update software as needed.
Support teachers' and counselors' use of technology	Professional Development	Not Applicable	Melvin Soto & Joseph Scotese	On-going	On-going	On-Track	Provide technology professional development to all staff. See Priority 1
Provide students with consistent and reliable access to desktops	Equipment/Technology	All	Melvin Soto	On-going	On-going	On-Track	Identify how technology integrates with the CCSSs across the curriculum.
Provide students with consistent and reliable access to internet	Equipment/Technology	All	Melvin Soto	On-going	On-going	On-Track	Continue Instructional strand on research, use, and creation of texts in electronic form.
Provide Smartboards to all classroom	Equipment/Technology	All	Melvin Soto	On-going	Summer 2013	On-Track	Upgrade teachers' skills to use the Smartboards as software is updated in the classrooms.
Maintain Smartboards	Equipment/Technology	All	Melvin Soto	On-going	On-going	On-Track	Replace as needed.
Replace 25% of teacher classroom computers	Equipment/Technology	All	Melvin Soto	On-going	On-going	On-Track	Replace computers in "high tech" classrooms every four years.
Replace World Language Computers	Equipment/Technology	All	Melvin Soto	On-going	Quarter 2	On-Track	Replace computers to adequately run language software.
Replace outdated and expiring Adobe Licensings	Equipment/Technology	All	Melvin Soto	On-going	On-going	On-Track	Upgrade Adobe CS4 to CS6 to properly support our Graphic Design and Video Editing, Digital Photography, and the Beacon (School Newspaper)
Replace 10% of mounted classroom projectors	Equipment/Technology	All	Melvin Soto	On-going	On-going	On-Track	Replace as needed.
Create an "all tech" classroom in English Department	Equipment/Technology	Other student group	Melvin Soto	Quarter 2	Summer 2013	On-Track	Continue our work in teaching students to use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate keyboarding skills .
Purchase 2 carts of low-cost laptops	Equipment/Technology	All	Melvin Soto	Quarter 1	Summer 2012	On-Track	Begin one to one computer to student initiative supporting online resources and e-textbooks in the English and Social Science Departments.



Strategic Priority 3

Provide one to one computer ratio in pilot classrooms to support intensive writing	Equipment/Technology	Other student group	Melvin Soto	Summer 2012	Summer 2012	On-Track	Begin one to one computer to student initiative supporting writing in the English Department.
Provide internet in all classrooms to global learning resources	Equipment/Technology	All	Melvin Soto	On-going	On-going	On-Track	Provide resources to allow teachers to instruct students in Integrating multiple sources of information presented in diverse media or formats, evaluating sources
Provide computers, writing software, and printing access to all students	Equipment/Technology	All	Melvin Soto	On-going	On-going	On-Track	Use technology to produce and publish student writing (Common Core Anchor Writing Standard 6)
Provide means and access for all students and teachers to collaborate using Web 2.0 Software	Instruction	All	Melvin Soto	On-going	On-going	On-Track	Instruct teachers on using Web 2.0 Software.

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
Using the RtI tiered framework, all faculty members work to maintain high achievement levels and high test scores for all students, including those with special needs. As a school community we consistently enact our commitment to our students' social and emotional growth as well as their cognitive and physical growth.	To determine this priority we used EPAS, ISAT, AP, and PSAT scores as well as quarterly failure reports and the My Voice, My School surveys, because we need to challenge and support all of our students--high achievers as well as low achievers and those whose achievement falls in the middle of our range. For example, although our Spring 2011 mean ACT score was 26.6, we must continue to ensure that every student is as well prepared for

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Offer Freshman Connection in Summer 2012	Instruction	Other student group	Dr. Kenner, Dr. Boland, core teachers	Summer 2012	Summer 2012	On-Track	Assess incoming freshmen and begin instructional program for them.. Freshman Connection allows us to identify students with a variety of special needs and to plan for success for every freshman who attends.
Identify teachers to teach additional sections of AP courses.	Instruction	All	Dr. Kenner, Leadership Team, Dept Chairs	Quarter 1	Quarter 2	On-Track	Continue to increase the number of slots in our AP courses and to encourage all students to take AP classes. (AP enrollment at WY has increased 60% in the past five years.)
Expand current and prospective AP teachers' participation in AP conferences.	Professional Development	Not Applicable	AP Co-ordinator, teachers	Quarter 2	Quarter 3	On-Track	Continue to equip an increasing number of WY teachers to teach AP classes and to keep their skills current
Continue to offer supplementary ACT prep classes.	After School/ Extended Day	Other student group	Dr. Boland, ACT prep teachers	Quarter 3	Quarter 4	On-Track	In addition to skills integration within the curriculum, continue to offer supplementary practice sessions leading up to the PSAT.
Continue to offer PSAT prep classes.	After School/ Extended Day	Other student group	Dr. Boland, PSAT prep teachers	Quarter 1	Quarter 1	On-Track	In addition to skills integration within the curriculum, continue to offer supplementary practice sessions leading up to the PSAT as appropriate.
As part of RtI, continue to incorporate Resource class for students with IEPs in gen ed classes as appropriate.	Instruction	Students With Disabilities	RtI Team, ILT, Specialized Services teachers	On-going	On-going	On-Track	Continue to build on the success students with special needs are achieving in gen ed classes because of this resource class.
Increase content knowledge of teachers of students with special needs via collaboration with gen ed teachers	Professional Development	Students With Disabilities	PD Committee, Specialized Services teachers	Summer 2012	On-going	On-Track	Continue to help teachers of students with special needs to work closely with gen ed teachers to upgrade their content knowledge, facilitating increased student achievement and co-teaching of gen ed classes.
Provide a substitute teacher three days per week to allow for IEP and other meetings at times convenient for parents and including relevant gen ed teachers as well as specialized services teachers	Parental Involvement	All	Specialized services director, case manager, counselors	On-going	On-going	On-Track	Allow for greater parent participation in conferences about student achievement by freeing classroom teachers for short periods of time to attend such conferences during times convenient for parents.



Strategic Priority 4

Plan two Focus on Us group guidance sessions for 2012-13.	Other	All	Deans and Counselors	Quarter 1	Quarter 4	On-Track	Provide structured opportunities for social-emotional learning
Hold initial one on one conferences with each student in counseling load	Other	All	Counselors	Quarter 1	Quarter 1	On-Track	Hold an initial conference with every student, with priority given to incoming freshmen and seniors to identify problems and provide support and referrals as needed.

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
Faculty and administration work together using a multidimensional approach to maintain high attendance rates for all students.	Because we know that regular attendance is crucial to academic achievement, we work daily to maintain our current 95% attendance rate. At this time our priority in this dimension is to involve counselors and teachers more directly in attendance issues under the RtI framework so that students who are absent feel supported and return to school with confidence in their ability to succeed.

Action Plan

Monitoring

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Strategic Priority 5
