



# Marie Sklodowska Curie Metropolitan High School

Southwest Side High School Network  
4959 S Archer Ave Chicago, IL 60632  
ISBE ID: 150162990250617  
School ID: 609756  
Oracle ID: 53101



## Mission Statement

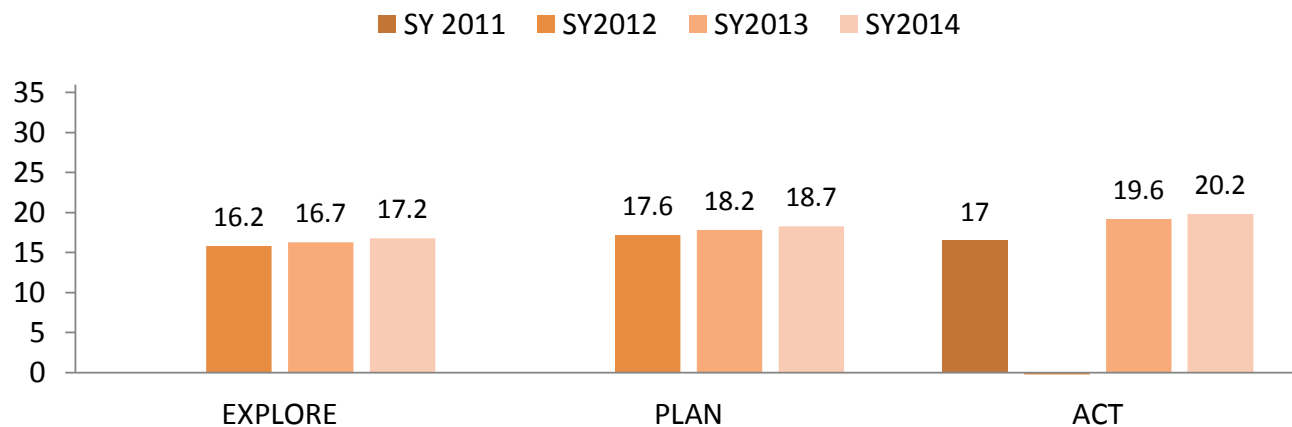
It is the mission of Curie Metropolitan High School to offer a rigorous academic curriculum with an emphasis on technology and the arts. Curie High School promotes future success by establishing a culture of college and career readiness and by encouraging students to enroll in post-secondary institutions. Curie High School is committed to providing authentic learning experiences that will provide a foundation for life-long learning. Students will be prepared to become leaders and engaged citizens in a global society, enabling them to contribute positively and responsibly to their community.

## Strategic Priorities

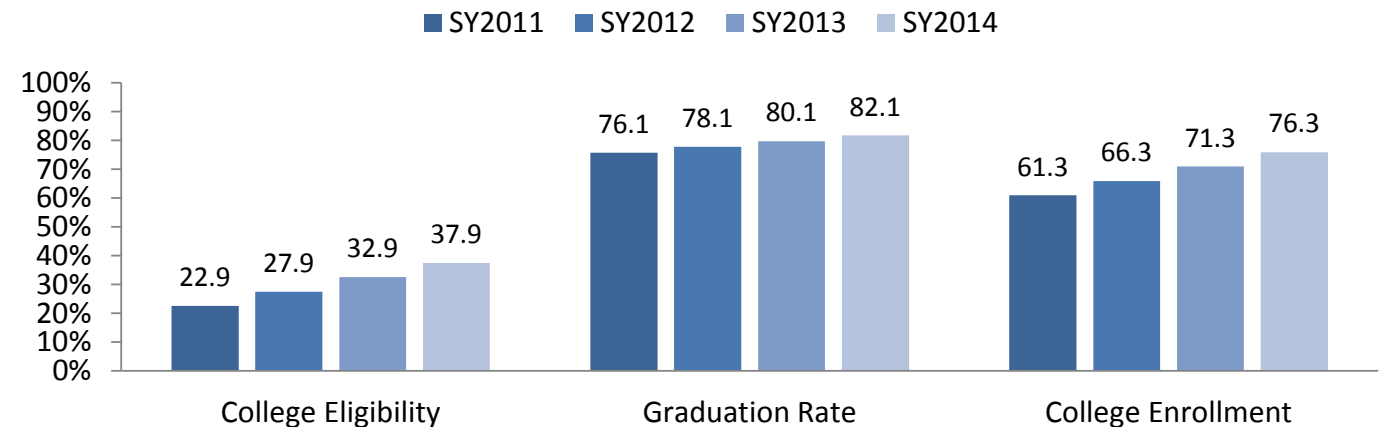
1. Promote EPAS growth through targeted instruction that addresses student deficits through teacher integration of Common Core aligned instruction.
2. Identify and apply best practice strategies that support increased student attendance and decrease misconducts within the 4-6 range.
3. Teachers will monitor weekly on-track goals at each grade level to support achievement by identifying student needs, differentiating instruction and aligning curriculum and instruction to Common Core Standards.
4. Identify and apply school-wide structures and procedures that support college and post-secondary metrics.

## School Performance Goals

### EPAS Goals



### 12th Grade & Graduation Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Marie Sklodowska Curie Metropolitan 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
Phillip C. Perry	Principal
George Pratt, Melissa Rubio, Kenneth Dobert, Keeyana Riley	Special Education Faculty
Claudia Morales, Elva Witt, Adam Heenan	ELL Teacher
Marcos Rico, Rocio Urbano	Support Staff
Homero Penuelas, Miguel Gutierrez	Classroom Teacher
Rebecca Pavesich	Classroom Teacher
Michael Gibson, Ian Torres	Classroom Teacher
Lauren Rodriguez, Willie Watson, Laura Cottrell	Classroom Teacher
Sherry King, Nicole Vogwill, Dawn Graham	Classroom Teacher
Sofia Villafuerte, David C. Coronado	Counselor/Case Manager
Jose Rodriguez	Assistant Principal
Luisa Urbano, Veronica Tellez, Rosa Carrizales, Josefina Castillo, Silvia Garcia, Maria Diaz, Ana Mendez, Mario Torres, Maria Lopez, Argelia Acuna, Fernando Araiza, Cindy Bernal, Jose Carrillo, Jesus Gallardo	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		14.2	16.2	16.7	17.2	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	22.9	27.9	32.9	37.9
<b>10th Grade - PLAN</b> Average PLAN score		15.6	17.6	18.2	18.7	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	76.1	78.1	80.1	82.1
<b>11th Grade - ACT</b> Average ACT score	16.9	NDA	NDA	19.6	20.2	<b>College Enrollment</b> % of graduates enrolled in college	61.3	66.3	71.3	76.3

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	2.0	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	85.0	87.0	89.0	91.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	9.1	7.5	5.0	3.0
<b>Freshman On-Track</b> % of Freshman Students on-track	61.0	66.0	71.0	76.0	<b>Sophomore On-Track</b> % of Sophomore students on track	67.1	72.1	77.1	82.1



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	30.2	45.0	50.0	55.0		<b>PSAE Reading</b> % of students exceeding state standards	1.2	1.9	2.6	3.3
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	33.7	48.0	53.0	58.0		<b>PSAE Mathematics</b> % of students exceeding state standards	0.5	1.2	1.9	2.6
<b>PSAE Science</b> % of students meeting or exceeding state standards	23.4	38.0	43.0	48.0		<b>PSAE Science</b> % of students exceeding state standards	0.6	1.3	2.0	2.7

## 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>	<ul style="list-style-type: none"> <li>The school has established clear, measurable goals for student growth based upon EPAS gains, improved student attendance and on-track rates, fewer misconducts, and FAFSA completion to ensure that all students are college and career ready.</li> <li>The school has established a theory of action that is communicated to the leadership team, but is in turn not consistently communicated to the teaching staff in many departments.</li> <li>An emphasis is placed upon the core departments and the chairs to come up with and follow through with a plan to support some of the priorities, perhaps to the exclusion of other departments.</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>Principal has set aside time on a weekly basis for professional development but it is rarely utilized nor are teacher leaders within departments sought out to conduct PD within their departments and/or to all teaching staff.</li> <li>Principal conducts teacher observations for the purpose of evaluations and to monitor instructional practice but has not established a system to help support teachers who need additional assistance in implementing best practices.</li> <li>Principal has established an RtI team, the PPLC, and ILT but the teams have been disbanded or do not consistently meet.</li> <li>Principal establishes a culture and climate of college and career readiness and his vision is clearly communicated to teachers and students.</li> <li>Principal seeks out parent and community involvement through open houses, school-wide and sporting events, parent/community training, and parent portal. However, these opportunities for involvement are not always communicated in a timely manner</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<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>	<ul style="list-style-type: none"> <li>• A core group of teachers (department chairs) performs nearly all the leadership duties in the school with little or no input sought from other teachers. However, a broad range of teachers were asked to participate on the CIWP team.</li> <li>• The principal has assigned a bilingual lead and teachers have an active Union representative.</li> <li>• The school does not have a functional Rtl team and the ILT team does not meet on a consistent basis.</li> <li>• Curriculum and grade level teams were established at the beginning of the year to various degrees of success and follow-through.</li> <li>•A data team is needed to help teachers analyze student assessment data and to provide ongoing professional development.</li> <li>•Curie needs to develop a teacher initiation program to support new teachers and to set up a supported mentor system.</li> <li>•Teachers have equity of voice at all-staff meetings.</li> <li>- There are usually a core group of teachers who contribute to the majority of the decision making and the ILT. It might be more effective to bring in more teachers from different departments to discuss ideas of improvement. It might also be effective to bring in</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<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 school's ILT is comprised of representatives from core departments, special education, counselors, deans, and administration. The school's ILT attends the Southwest Side Network PD sessions. However, the ILT has not formally met since the fall and has not had an opportunity to focus on improving teaching and learning, solving day-to-day operational concerns, and providing professional development to teachers.</p>	<b>1</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 is needed to help teachers analyze student assessment data and to provide ongoing professional development.</p>	<b>3</b>

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>Each grade level/ course team does have some form (general outline) of a long scope sequence that maps out what CCRS state standards teachers should teach, however, there are departments that are currently working on detailed curriculum maps per core subject area. Common units of instruction (or for some departments common skills) aligned to standards are developed per course team, yet not all teachers who teach that course level follow the unit that their team has planned. Grade level teams for core classes do meet throughout the school year to common plan, but the frequency of meetings varies based on a variety of factors including scheduling conflicts.</li> <li>Both ELL and Special Education courses are structured with supports to ensure that students are able to gain core content knowledge and skills. Such structure of long and short term plans are based on individual students' abilities and are differentiated by the learners needs. ELL</li> </ul>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>Instructional materials are supportive of students with disabilities and Principal has provided additional materials as needed upon request.</li> <li>Most grade level or course teams have instructional materials but the text are not all aligned to the Common Core standards. Not all departments have universal materials (textbooks etc) that can be identified per grade level. Core instructional materials vary between teachers of the same grade level/course for some courses.</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Assessment accommodations and modifications are in place to ensure that students with disabilities are able to appropriately demonstrate their knowledge and skills on district-wide and classroom-based assessments.</p> <p>-EPAS exams are not modified for ELL students. Quarterly exams are modified in correlation with ELL teachers.</p> <p>- EPAS and NWEA data is provided for 9th-11th grade teachers.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Most teachers communicate the lesson's learning objective to their students by posting the objective on the board daily.</p> <p>Administration has provided all teachers with a binder with the new Common Core Standards to be used next year. Teachers in each department have begun or have modified their lessons to meet the new standards.</p> <p>School needs to provide more professional development for its teachers on how to fully align their lessons to the Common Core Standards, in order to ensure that the teachers can create lessons which meet the standards and build towards a deeper understanding of the curriculum.</p> <ul style="list-style-type: none"> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom.</li> <li>Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening and diagnostic assessments to identify students in need of academic intervention , yet there is no structure put in place for referring the identified students for interventions (no RTI team in place )</li> <li>Such administered screening assessments that are currently used are NWEA testing and EPAS testing. Both tests identify particular skill gaps.</li> <li>Some teacher teams do have interventions in place depending on core subject and grade level, yet interventions school wide are not being monitored by the ILT.</li> </ul>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>This school has a theoretical schedule for professional development meetings (Mondays)</p> <ul style="list-style-type: none"> <li>School year began with planned professional development sessions (Brain research, Mel-Con, Technology), yet this schedule has disintegrated. Recent Monday PD days have been solely devoted to standardized exam logistics as opposed to intervention techniques.</li> <li>Weekly professional development meetings include a mixture of teachers from a wide range of fields. These meetings are not targeted to meet the specific gaps of particular students.</li> <li>School has made an attempt to integrate meaningful professional</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<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>Ongoing_communicationPlanning typically takes place with general education teachers only. Special education typically plan and meet separately or only join the group occasionally.</p> <p>-Department meetings are often focused on various different topics and activities which prohibit a cohesive development of common curriculum and assessments across all subject teams. Development of District wide curriculum ie, Social Studies 2.0, has inhibited the continued implementation and creation of subject wide common curriculums at the school level.</p> <p>-Programs like IB, MYP, and AVID share ownership for the results of the student learning in their cohorts. Ownership of student learning results for students not in cohorts often primarily rest with the individual teacher. School's attempt to cohort freshmen into SLC was hampered by the size of the population at the school and</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<ul style="list-style-type: none"> <li>Formal support for new teachers comes from district-sponsored induction. New teachers may occasionally be informally assigned a “mentor” from within their department but there is no training or guidance given on the responsibilities of that role.</li> <li>While time for professional development is set aside each week, it is rarely utilized for that. Professional development decisions are not systematized and left to teacher initiative/discretion. However, Principal is supportive of teachers who seek out professional development and allows the teacher to attend if it does not interfere with school priorities.</li> <li>Peer observation and cross-classroom visitation happens occasionally. Teachers were directed to complete observations and to conduct follow-up conferences at the beginning of the school year, but department chairs and administration have not supervised this process nor provided training on how to have constructive and</li> </ul>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	Evaluation 3- Although the school has instituted various programs to create and maintain a community of life long learners, the programs do not meet their full potential due to the lack of proper advertising of the programs to all students and community members. The various programs include: AVID TNT tutoring (Loyola) IB ACT PREP (Princeton) GEAR UP	
	<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>	Due to the size of the school, some students have fallen through the cracks and lack adult advocates to help them achieve their potential. The school has tried to remedy this situation by the creation of Small Learning Communities which intent was to reach all freshmen during their hardest year and keep them on track to graduate. The SLC are a continuation of the efforts already established by school programs like TNT and Freshmen connection.  The school benefits from many clubs and organizations during school and after school which help students achieve their goals. Interaction between students and teachers within these clubs are respectful, appropriate and rewarding for both the teachers and students. The lack of room and different start times limits the	
<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>	Evaluation 2- The school lacks from a consistent attendance policy which deals with tardiness to class. Students are aware that there are few repercussions for chronic tardiness which allows students to continue the behavior. The attendance office has recently made reforms which links senior's attendance to senior activities which seems to have improved student absence and tardiness, but a similar system for underclassmen is non existent. - This system was not clearly explained/stated to the senior class	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.</li> <li>Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<ul style="list-style-type: none"> <li>Curie proactively provides students/parents that have specific instructional and behavioral needs with a list of alternative school choices to help the student successfully earn a high school diploma.</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. (Dobert, Pratt, Rubio)</li> </ul> <p>The school has set forth goals of promoting epas growth, but that has not been communicated effectively to parents. parents are unclear about our goals at the school and they are not able to promote the same goals with their children. Parents do not have information about how the epas tests are alligned with the school plan for improvement.</p>	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up, IEP meetings, attendance conferences, and in cases of behavior/academic concerns.</li> <li>Parents have access to school and student information through the Curie website, parent portal, teacher email, and school all-calls.</li> </ul>	
<b>Bonding</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<p>Lyrical Revolution, Open house performances, French and Spanish honors society Induction, IB breakfast in June- Student of the Month (Last year), French Exchange, Senior Citizen Prom in May, Social Studies, Science Peru Trip , World Language Dinner meeting with parents, FASFA workshops – CTE and Counselors, Build On, AVID- Quarterly parent meetings re: info, edmodo, workshops, Math Team – Ms James, Mr Wang 5 competitions a year, CTE co-op partnerships with area businesses. Music Dept has winter and Spring concerts· Concert Band, Jazz Band, and Percussion combo perform twice a year at local elementary schools, including Sawyer and Madero. Jazz Band performs at two area jazz festivals a</p>	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>School provides required services to ELL's and students with disabilities within the school building.</li> <li>School staff conducts outreach to local school agencies such as DHS, Access Living, MOPD, and the Chicago Park District to provide transitional secondary and post-secondary educational and vocational services to students with disabilities.</li> </ul>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>Students are encouraged to explore post-secondary education and employment options through the College and Career Center.</li> <li>Gear-up provides opportunities to explore college campus' and assists students and parents in accessing information on colleges and financial aid options.</li> </ul>	
<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>	<ul style="list-style-type: none"> <li>Students earning A's and B's are encouraged to enroll in honors courses by counselors. They are encouraged to take more than the state required number of math courses. Counselors review the significance of enrolling in a rigorous course of study with students during programming sessions. (D. Graham) Choose Your Future creates a student selectivity scale that uses their unweighted GPA with their most recent EPAS. This helps us guide students towards colleges that match their potential.</li> </ul>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</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>	<ul style="list-style-type: none"> <li>A wide variety of activities exist, however participation seems to be strictly based on student choice, not need or assessment. The number of openings for students is limited and thus can't address the true need.</li> </ul>		

## School Effectiveness Framework

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	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>	<ul style="list-style-type: none"> <li>CTE students take the National Occupational Competency Testing Institute's (NOCTI) examination which is a series of assessments for students enrolled in career and technical education programs in high schools and technical colleges in the United States. There is not a systemic approach for addressing this item for each grade</li> </ul>	
	<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>	<ul style="list-style-type: none"> <li>Senior parents are allowed access to the College and Career Center during a period of time and assistance is given for completing the FAFSA. It is not clear if information regarding college options is made available to underclassmen.</li> <li>All students have access to the College and Career center where they may meet with counselors to discuss information on college options, costs and financial aid.</li> <li>Students can also obtain information through the Gear-Up office,</li> </ul>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.</li> </ul>	<ul style="list-style-type: none"> <li>The school utilizes the TRIO program and GearUP for college tours and other resources.</li> <li>The school connects students with disabilities to the following community agencies to help them with the transition to post-secondary education: Department of Human Services, Access Living, Mayor’s Office for People with Disabilities, Community Services Options, Chicagoland Chamber of Commerce, and Lighthouse for the Blind.</li> <li>The school has also offered Freshman Connection and an 8th grad</li> </ul>	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b><i>Use of Discretionary Resources</i></b> ----->			4
	<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>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities. Even with the strains on the budget a much needed counseling clerk was provided to help with data entry and pass on messages to students more easily, manage data, etc.</li> </ul>	
	<b><i>Building a Team</i></b> ----->			3
<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>	<ul style="list-style-type: none"> <li>Grade/Course level teams are assembled to participate in the interview process and determinations are made based upon student need, staff capacity, and scheduling priorities.</li> </ul>		
<b><i>Use of Time</i></b> ----->			3	
<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>	<ul style="list-style-type: none"> <li>The school has designed a schedule with three start times to incorporate the needs of and the number of students within the building.</li> <li>Time for teacher collaboration is allotted on a biweekly basis through the Reconstructed Day schedule.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers during teacher preps as well as before and after school.</li> <li>Struggling students can receive structured academic intervention</li> </ul>		

## 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

It is the mission of Curie Metropolitan High School to offer a rigorous academic curriculum with an emphasis on technology and the arts. Curie High School promotes future success by establishing a culture of college and career readiness and by encouraging students to enroll in post-secondary institutions. Curie High School is committed to providing authentic learning experiences that will provide a foundation for life-long learning. Students will be prepared to become leaders and engaged citizens in a global society, enabling them to contribute positively and responsibly to their community.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Promote EPAS growth through targeted instruction that addresses student deficits through teacher integration of Common Core aligned instruction.	Based upon data found in the FY2011 School Performance Score Card, EPAS gains ranged from 0.9 from Explore to Plan and 1.3 from Plan to ACT. The school has identified students who are not making expected gains. By targeting instruction, teachers will ensure that their students display a two-point gain from fall to spring assessments.
2	Identify and apply best practice strategies that support increased student attendance and decrease misconducts within the 4-6 range.	Based on the 2011 Performance Management Report, Curie's attendance rate was 85% and is currently below our 90 percent goal . Improving attendance and limiting misconducts are both integral in promoting student growth. Research shows that schools with a safe and supportive environment for learning achieve better academic, behavioral and social outcomes for students than schools without such a climate for learning.
3	Teachers will monitor weekly on-track goals at each grade level to support achievement by identifying student needs, differentiating instruction and aligning curriculum and instruction to Common Core Standards.	According to our Performance Management data and weekly On Pace, Attendance, Behavior reports, the on-track rates are currently below our goals for 9th and 10th graders (9th: 66%, 10th: 72.10%). By aligning the Common Core Standards, we will decrease the rate of students failing one or more core classes by 5 percent from first quarter to fourth quarter.
4	Identify and apply school-wide structures and procedures that support college and post-secondary metrics.	According to the 2011 Performance Management Report, only 22.9% of graduates are eligible for a Selective Four-Year college and 61.3% of graduates are enrolled in college. In alignment with Curie's mission statement, it is essential to prepare students to access post-secondary careers and opportunities.
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
Promote EPAS growth through targeted instruction that addresses student deficits through teacher integration of Common Core aligned instruction.	Based upon data found in the FY2011 School Performance Score Card, EPAS gains ranged from 0.9 from Explore to Plan and 1.3 from Plan to ACT. The school has identified students who are not making expected gains. By targeting instruction, teachers will ensure that their students display a two-point gain from fall to spring assessments.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development for teachers regarding the analysis of data	Professional Development	All	administration/ ILT	Summer 2012	On-going		
provide professional development for teachers regarding how to use data to inform instruction	Professional Development	All	administration/ ILT	Quarter 1	Quarter 1		
working with the network to create a calendar of professional development for 2012-2013	Professional Development	All	administration/ ILT	Summer 2012	Summer 2012		
monitor the effectiveness of P.D. provided on EPAS specific topics	ILT/ Teacher Teams	All	administration/ ILT	Quarter 1	On-going		
monitor the use of instructional strategies and use of materials presented in p.d. sessions	Other	All	dept chairs/ administration/ teacher leaders	Quarter 1	On-going		
assemble instructional leadership team	ILT/ Teacher Teams	All	administration	Summer 2012	Quarter 1		
address students and parents during orientation regarding the importance and use of EPAS exams	Parental Involvement	All	administration and counselors and teacher volunteers	Summer 2012	Summer 2012		
during advisory/seminare days, reinforce school priorities and goals regarding EPAS growth	Instruction	All	all staff	Quarter 1	On-going		
all staff members consistently reinforce school wide expectations regarding EPAS growth through weekly seminars.	Instruction	All	all staff	Quarter 1	On-going		
identify knowledgeable speakers who can present information to parents ( august orientation)	Parental Involvement	All	professional development committees	Summer 2012	Summer 2012		
implement incentives for student who achieve growth	Instruction	All	all staff	Quarter 1	Summer 2012		
develop an intervention plan for students who do not achieve growth	ILT/ Teacher Teams	All	all staff	Summer 2012	Quarter 1		



**Strategic Priority 1**

conduct a needs assessment of instructional materials and how they are aligned with common core standards	ILT/ Teacher Teams	All	all staff	Summer 2012	Quarter 1		
provide ACT preparation classes for juniors	Instruction	All	Princeton Review, SES	Quarter 1	Quarter 3		



## 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
Identify and apply best practice strategies that support increased student attendance and decrease misconducts within the 4-6 range.	Based on the 2011 Performance Management Report, Curie's attendance rate was 85% and is currently below our 90 percent goal . Improving attendance and limiting misconducts are both integral in promoting student growth. Research shows that schools with a safe and supportive environment for learning achieve better academic, behavioral and social outcomes for students than schools without such a climate for learning.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
develop incentive programs that will encourage increased student attendance.	Other	All	Attendance committee	Summer 2012	Summer 2012		
establish an attendance committee that involves student voice.	Other	All	Administration/ILT	Summer 2012	Quarter 1		
the attendance committee will evaluate the effectiveness of the current attendance policy.	Other	All	Attendance committee	Summer 2012	On-going		
Re-evaluate the placement and positioning of security staff to secure that students can not depart	Other	All	Administration/Deans	Summer 2012	On-going		
develop parent patrol committee in partnership with the LSC to patrol the premises and help prevent truancy	LSC/ PAC/ PTA	All	Administration, LSC, PAC	Summer 2012	Quarter 1		
teachers will document the use of various strategies to promote increased attendance-i.e. phone calls, conferences, etc.	Other	All	All Teachers	Quarter 1	On-going		
ILT will create and distribute specific policies to help guide teachers towards reaching attendance goals.	ILT/ Teacher Teams	All	ILT, Teacher teams	Summer 2012	Quarter 1		
improve exterior and interior environment by making the school more welcoming and conducive to learning	ILT/ Teacher Teams	All	Administration, Teacher committee, LSC, PAC.	Summer 2012	On-going		
have a p.d. for teachers on student engagement and positive behavior intervention	ILT/ Teacher Teams	All	Administration, Counselors, ILT	Summer 2012	Quarter 1		
allow more access to building after school and increase the number of after school and before school activities in compliance with the full school day.	After School/ Extended Day	All	Administration, Teacher Leaders	Quarter 1	On-going		

**Strategic Priority 2**

develop a team to analyze trends regarding student misconduct within the 4 to 6 range.	ILT/ Teacher Teams	All	Deans, Teacher Teams, Security rep., Administration	Summer 2012	Quarter 1		



### 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
Teachers will monitor weekly on-track goals at each grade level to support achievement by identifying student needs, differentiating instruction and aligning curriculum and instruction to Common Core Standards.	According to our Performance Management data and weekly On Pace, Attendance, Behavior reports, the on-track rates are currently below our goals for 9th and 10th graders (9th: 66%, 10th: 72.10%). By aligning the Common Core Standards, we will decrease the rate of students failing one or more core classes by 5 percent from first quarter to fourth quarter.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
core teachers will have a common planning period to construct shared lesson plans and units aligned to the common core standards.	Instruction	All	Administration, program office, department chairs	Summer 2012	Quarter 1		
teachers will have a p.d. addressing best practices that promote student academic achievement such as differentiation, scaffolding, etc.	Professional Development	All	Administration, ILT, Bilingual, Special Ed.	Summer 2012	Quarter 1		
implementing an incentive program that rewards students for academic success.	Other	All	Counselors, all staff	Quarter 1	On-going		
monitor and support teacher gradebook activity.	Instruction	All	Administration, Department Chairs	Quarter 1	On-going		
monitor and support students who are off track.	Instruction	All	All staff	Quarter 1	On-going		
invite alumni and community professionals to speak with students about truancy and on track issues.	Other	All	Program Coordinators, Department Chairs	Quarter 1	Quarter 1		
teachers will have a p.d. about the common core standards.	Professional Development	All	ILT, Department Chairs	Summer 2012	Quarter 1		
students in various majors and specialized programs will be advised by teachers in those majors and programs.	Other	All	All teachers, program office, program coordinators	Summer 2012	On-going		



**Strategic Priority 3**




### Strategic Priority 4

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

Strategic Priority Description	Rationale
Identify and apply school-wide structures and procedures that support college and post-secondary metrics.	According to the 2011 Performance Management Report, only 22.9% of graduates are eligible for a Selective Four-Year college and 61.3% of graduates are enrolled in college. In alignment with Curie's mission statement, it is essential to prepare students to access post-secondary careers and opportunities.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
invite alumni and community professionals to speak with students regarding college and career exploration.	Other	All	Program coordinators, college and career staff	Quarter 1	On-going		
Teachers will promote a school-wide college going culture through involvement in on-going conversations, and visual displays	Other	All	All Staff	Quarter 1	On-going		
Expand on resources for undocumented students and hold professional development to share undocumented resources with the entire staff (PD on the Dream ACT IL, what is an undocumented student, etc)	Other	All	College and Career staff and counselors	Quarter 1	On-going		
Expand on pre-FAFSA workshops for parents and students and provide tax assistance	Parental Involvement	All	College and Career staff and counselors, program coordinators	Quarter 1	On-going		
Establishing a college and career readiness team to assist counselors and act as facilitators between counselors and teachers	ILT/ Teacher Teams	All	ILT, Teacher teams, college and career center	Quarter 1	Quarter 1		
Expand college fair to include career exploration for all grade levels and assess to college visits for all grade levels and achievement levels	After School/ Extended Day	All	Program coordinators, college and career staff, counselors	Quarter 1	On-going		
identify college ready students and provide resources for college ready students and non college ready students	Other	All	Program coordinators, college and career staff, counselors	Quarter 1	On-going		



Strategic Priority 4




## Strategic Priority 5

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

Strategic Priority Description	Rationale

### Action Plan

### Monitoring

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