



Mission Statement

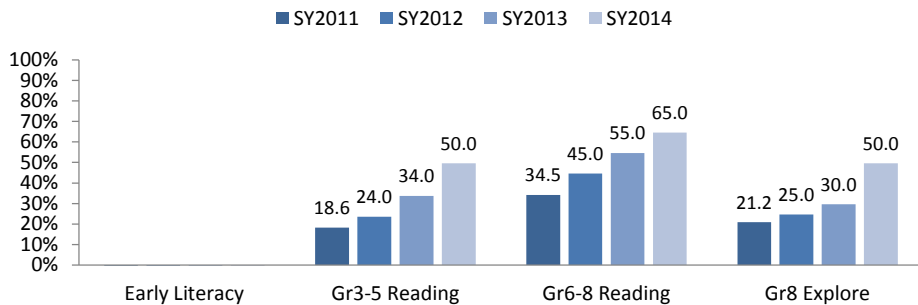
Nicholson Technology Academy strives to increase academic success, foster mutual respect, and create an environment of emotional support for all students by implementing individualized instruction, with an integration of technology, that addresses all learning styles and prepares our students to be college and career ready.

Strategic Priorities

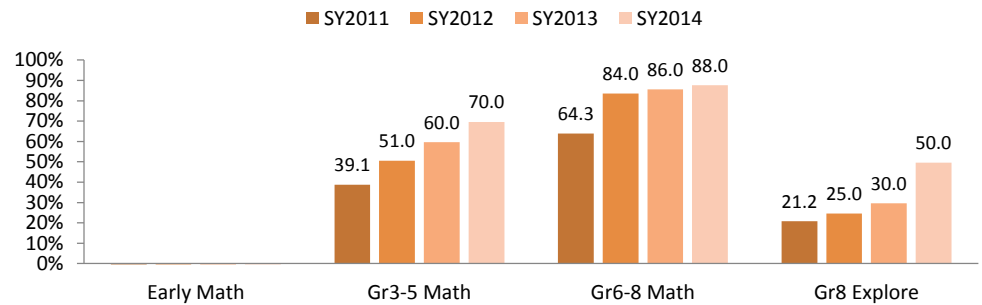
1. Enhance the professional learning community through collaboration to deepen understanding of the Common Core to provide our students with college and career readiness skills. Utilize teacher teams to examine instructional shifts and develop a clear understanding of what students need to know and be able to demonstrate
2. Strategically utilize the Full School Day schedule to ensure that we are effectively providing reading and math academic interventions based on beginning of the year assessments, consistently monitor progress, and make adjustments as necessary based on the data.
3. Provide Reading and Math Intervention to students identified as "at risk" according to assessment data and cumulative academic history.

School Performance Goals

Literacy Performance Goals



Math Performance 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:	Nicholson Technology Academy

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
Rodney Hull	Principal
Kelly Thigpen	Assistant Principal
Jennifer Sanks	Classroom Teacher
Deanna Sanders	Classroom Teacher
Adrienne Drake	Classroom Teacher
Joanne Carter	Classroom Teacher
Jessica Eaton	Classroom Teacher
Lorna Robinson	Classroom Teacher
Pat Robinson	LSC Member



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	NDA	NDA	NDA	Early Math % of students at Benchmark on mClass	NDA	NDA	NDA	NDA
3rd - 5th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	18.6	24.0	34.0	50.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	39.1	51.0	60.0	70.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	54.1	60.0	65.0	70.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	58.5	65.0	75.0	85.0
6th - 8th Grade					Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA				
Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	34.5	45.0	55.0	65.0	Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	64.3	84.0	86.0	88.0
Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	56.7	65.0	68.0	71.0	Keeping Pace - Math % of students making growth targets on Scantron/NWEA	69.4	75.0	78.0	81.0
8th Grade					Explore - Math % of students at college readiness benchmark				
Explore - Reading % of students at college readiness benchmark	21.2	25.0	30.0	50.0	Explore - Math % of students at college readiness benchmark	21.2	25.0	30.0	50.0



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.4	94.0	94.5	95.0					
					Misconducts Rate of Misconducts (any) per 100	6.0	3.0	2.8	2.6

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	61.7	70.0	75.0	80.0		ISAT - Reading % of students exceeding state standards	8.9	15.0	20.0	30.0
ISAT - Mathematics % of students meeting or exceeding state standards	84.8	86.0	88.0	90.0		ISAT - Mathematics % of students exceeding state standards	22.6	25.0	30.0	40.0
ISAT - Science % of students meeting or exceeding state standards	55.4	65.0	70.0	75.0		ISAT - Science % of students exceeding state standards	5.4	10.0	15.0	20.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> The leadership team and teachers developed ISAT goals based off data analysis from the last few years showing growth patterns at individual grade levels in Reading and Math. Data from Scantron and ISAT are used to develop areas of focus, pacing, and assessments Primary, Intermediate and Upper grade core subject area teachers collaborate to discuss growth targets, interventions and differentiation activities for exceeds population The Theory of Action was developed by the administration and ILT based on the school's progress, goals and projections and was shared with the staff 	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Principal provides professional development in core subject areas based of data, trends, and discussions with teacher regarding their needs Principal clarifies a vision for instructional best practice, works with ILT and staff to determine goals and benchmarks Principal establishes and nurtures a culture of college and career readiness through clarity of vision, communications and establishment of visits to college institutions to support students in understanding and reaching these goals Administration makes informal and formal classroom observations throughout the school year Principal creates a system for clear communication with parents and families regarding student goals and performance 	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>3</p>
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<ul style="list-style-type: none"> • 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"> o ILT membership o Grade / Course team o Committee Chair or membership o Core Data Team o SIPAAA / CIWP team o Union Representative o Grant Writer o Each teacher has equity voice in grade / course and whole staff meetings o Each teacher is encouraged to share learning about effective practice from PD or personal experiences 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p> <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. 			2
<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 			
<p>Monitoring and adjusting -----></p> <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. 			3
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 			
<ul style="list-style-type: none"> The school has a systematic approach to analyzing data through grade level performance and PM sessions looking at data and outcomes The focus has been on Literacy and Math with a slight concentration on Science Current school wide data is analyzed by the ILT, grade level and individual classroom data are analyzed at grade level meetings and with individual teachers through PM sessions 			

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Reading team created curriculum and pacing according to state standards. Reading team has created common units of study that expose students to a wide range of genres and differing levels of text complexity. Students are exposed to grade appropriate fiction and non-fiction texts. The school is moving toward aligning all texts to the CCSS The Math pacing is determined by our CMSI Everyday Math pacing is used for grades Kdg.- 5th and 6th – 8th with Connected Math Pearson materials and curriculum pacing for Science is used in grades Kdg. – 5th and Prentice Hall with 6th – 8th. Math relies on instructional materials to set the pacing but incorporates assessments data and states standards to modify the curriculum to meet their needs. The school is moving towards using school data to develop 	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<ul style="list-style-type: none"> Each grade level teams have a set of instructional materials that are aligned with state standards and address the needs of individual students including our students with disabilities 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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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. 	<ul style="list-style-type: none"> • School-wide assessments in reading and math, (Fountas & Pinnell BAS, STEP, Scantron, Common Core) are analyzed by teacher teams on a regular basis. • Reading teacher teams have access to school-wide STEP and BAS reports. • Teacher designed assessments are aligned with state standards, but may not expose students to a variety of assessment methods. • Teacher team and classroom data are available following assessments • Assessment accommodations exist and are implemented for students with disabilities in accordance with the IEP’s 	

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Typical School	Effective School	Evidence	Evaluation
<p><i>Instruction</i> -----></p>			<p>2</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Teacher teams clearly communicate with students the standards-based learning objectives, directions and procedures, as well as the relevance of the learning • Teachers use a variety of question techniques and stems to develop student thinking and understanding • Teachers incorporate multiple modalities of learning to develop students thinking and understanding • Learning objectives are aligned to the standards. Communication of the learning objectives need to be evident across grade levels • Greater focus is being placed on the creation of formative assessments as we transition to the CCSS 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<ul style="list-style-type: none"> Data is used to identify students for academic intervention Interventions in class as well as pullout needs to be implemented school-wide and monitored to allow for matriculation every 6 to 8 weeks to provide a larger number of students with the supports they need to succeed academically in core subject areas. Decision-making about how to determine which students need intervention is sporadic Interventions need to be monitored to ensure fidelity to data and materials as well as to determine the effectiveness through pre and post intervention data, classroom grades and assessments 	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<ul style="list-style-type: none"> ILT / Departments develop professional development based on school's priorities and student data Differentiated professional development is provided to meet teachers' needs in core subjects Professional development opportunities are shared and planned by teachers and administration School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<ul style="list-style-type: none"> Teachers meet regularly during grade level meetings Teachers have protocols and processes in place for team collaboration and reporting The full day schedule will allow for content area teachers / vertical teams to collaborate weekly Teachers and grade level teams have taken ownership of student outcomes Teachers meet to analyze Scantron, STEP/BAS, and classroom assessments Special education teachers meet weekly with regular education teachers to discuss student progress, outcomes and modifications 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> Professional development and continued education, certification, endorsement is expected and supported. Teachers create individual professional development goals and provide documentation to support New teachers are supported by veteran teachers from within their content area 	

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DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<ul style="list-style-type: none"> Staff members in the intermediate and upper grade levels consistently reinforce college and career readiness standards for students Middle school students visit local college and universities each Spring and are assisted with picking certain high schools that have high standards The school has developed, tracked and supported former graduating students through high school and college and continues to build a college bound culture 	
	Relationships ----->			2
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Classroom management strategies establish safe, caring and healthy learning environments for all students. The learning environment also supports the diversity of learners by mainstreaming students with IEP's into regular classes. Most students and staff communications are fair and consistent. Most students have formed bonds with the advocates in the school 	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> Administration and staff members establish and promote a safe, welcoming school environment Teachers and staff members intervene early and are encouraged to assist students with make better choices Teachers and staff members are trained in safe school reporting practices that include but not limited to child abuse, bullying, harassment and discrimination. Consequences for inappropriate behaviors are clearly defined by administration and outlined to students throughout the year by all 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	<ul style="list-style-type: none"> Principal provides information for families on school performance and instructional initiatives during grade level parent meetings, open house and conferences At the school level, school climate and students are discussed parents on a monthly basis in a variety of meetings such as LSC, PAC and Principal / Parent meetings. In the classroom, students expectations and achievement are discussed on a regular bases in parent teacher conferences, grade level meetings, newsletters and report card conferences. Teachers at various grade levels provide parent with information related to what students should know and be able to do by the end of each grade level. 	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	<ul style="list-style-type: none"> Nicholson engages to keep an open line of communication between home and school via newsletters, the school's website, informal and formal conferences, phones calls and home visits Nicholson has added parent conferences and report card pick-up at the end of the semester in January, in which they stay after-school, to meet with parents, regarding student progress and next level of support they will provide to students 	
Bonding ----->			2	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The parent room is a nonthreatening atmosphere that provides workshops and resources that will enhance our parent's skills in order to support student learning in the school and at home Family and community members are welcomed into our learning environment through engaging activities such as Real Men Read, Career Day, Field Trips, Assemblies, classroom performances and sports PAC conducts workshops based on parents' interests 	

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
N 6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> School has partnered with Catholic Charities to identify community needs and provide resources on an as needed basis. School counselor and Social worker provide parents with referrals to counseling programs and other resources where needed to keep students academically engaged during crisis or transition Nicholson is a partner with Community Schools in Chicago, which 	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<ul style="list-style-type: none"> An additional graduation requirement for 8th is for students to complete a career- planning project. The culminating event for this project is touring various colleges and universities. Through grants and funding, our school has been fortunate to participate in a seven-day college tour in Florida, Louisiana, Georgia, and Virginia. 	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<ul style="list-style-type: none"> The principal and school provides support for student planning and preparation for college by providing a rigorous instructional program and by having discussions with students on the challenges and sacrifices that have to be made to achieve success at the high school and college level Students are advised to enroll in high achieving high schools and start visiting colleges after their freshman year and to take additional core courses 		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<ul style="list-style-type: none"> Our afterschool program provides opportunities for leadership (through our sports and student government program), and nurtures talent and interest through our creative arts and digital media program. Students are also engaged in our school and community 		

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
DIMENSIO	College & Career Assessments ----->			2
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> The Beginning Career Exploration System curriculum provides self-assessments that allow students to examine their values, attitudes and life style in order to learn a life long career choice process 	
	College & Career Admissions and Affordability ----->			
	<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. 	Not Applicable	
	Transitions ----->			3
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> Through extensive collaboration with the teachers, school-counselor, principal, assistant principal and parents, our school assist student in transitioning to all grade levels. Vertical planning among the teachers throughout the school year affords a seamless transition for all grades. The school counselor works feverously to assure that all high school applications (minimum 5) are personally mailed out 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> Nicholson allocates discretionary funds for extended day programs that provide an additional 50 hours of instruction prior to ISAT testing for all students in grades 1st thru 8th including students with disabilities Nicholson uses it discretionary funds to hire additional teachers for Reading and Math instruction which reduces class sizes and increases achievement rates on Scantron and ISAT Nicholson also uses funding to purchase technological equipment that enhances learning activities in the classroom as well motivates students to utilize the technology during extended learning hours 	
	Building a Team ----->			3
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<ul style="list-style-type: none"> Hiring is conducted based on student need, scheduling and instructional priorities School actively works to build a pool of potential staff by hosting school tours of prospective teachers, hosting professional development activities for small grants and by recruiting successful teachers that are relocating The interview process is multi-layered which includes questioning from the administrative team, a demo lesson observed by members of the core department that provide questions and feedback to the candidates 	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	<ul style="list-style-type: none"> Instructional time at the school has been increased the past 6 years in core subject areas has allowed students to receive additional instruction and support as well as allows teachers to drill down instructional priorities to students The school schedule allows for regular collaboration for teachers in core areas Struggling students receive structured interventions 	

Date Stamp November 22, 2012



Mission & Strategic Priorities

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

Mission Statement

Nicholson Technology Academy strives to increase academic success, foster mutual respect, and create an environment of emotional support for all students by implementing individualized instruction, with an integration of technology, that addresses all learning styles and prepares our students to be college and career ready.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Enhance the professional learning community through collaboration to deepen understanding of the Common Core to provide our students with college and career readiness skills. Utilize teacher teams to examine instructional shifts and develop a clear understanding of what students need to know and be able to demonstrate relative to mastery of the Common Core.	We need rigorous literacy and math instruction as we shift to Common Core aligned instructional practices. Improved teacher capacity generates effective classroom instruction for increased student achievement. Currently 60% of our students are meeting / exceeding state standards in Reading and 85% are meeting / exceeding state standards in Math.
2	Strategically utilize the Full School Day schedule to ensure that we are effectively providing reading and math academic interventions based on beginning of the year assessments, consistently monitor progress, and make adjustments as necessary based on the data.	We scored our school a "3" in "Use of Time" on the SEF. By ensuring that our FSD schedule has sufficient built in time for implementing interventions, and consistently monitoring progress, students will be able to make gains on reading and math assessments.
3	Provide Reading and Math Intervention to students indentified as "at risk" according to assessment data and cumulative academic history.	Our school scored a "2" in intervention on the SEF. By improving and providing intervention methods, we will ensure that all students increase in Reading and Math proficiency and receive RTI support. This will increase school-wide achievement data.
4	Optional	
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Enhance the professional learning community through collaboration to deepen understanding of the Common Core to provide our students with college and career readiness skills. Utilize teacher teams to examine instructional shifts and develop a clear understanding of what students need to know and be able to demonstrate relative to mastery of the Common Core.	We need rigorous literacy and math instruction as we shift to Common Core aligned instructional practices. Improved teacher capacity generates effective classroom instruction for increased student achievement. Currently 60% of our students are meeting / exceeding state standards in Reading and 85% are meeting / exceeding state standards in Math.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an audit in classrooms to determine text needs aligned to Common Core	Instructional Materials	Not Applicable	Reading Dept.	Summer 2012	Quarter 2		
Participate in Network Professional Development for ELA teachers to incorporate texts into unit planning	Professional Development	Not Applicable	Reading Dept. / Admin.	Summer 2012	Quarter 1		
Reading / Language Arts teachers to meet to review planning guides for ELA and incoming class data to create unit plans	ILT/ Teacher Teams	Not Applicable	Reading Dept	Summer 2012	Quarter 1		
ILT members to facilitate professional development on use of Appendix B (Common Core)	Professional Development	Not Applicable	ILT / Admin.	Quarter 1	Quarter 1		
Use Framework for Teaching during classroom observations (REACH)	Instruction	Not Applicable	Administration	Quarter 1	Quarter 4		
Conduct an audit of existing instructional math materials 6th-8th to be used for Math Bridge Plan implementation	Instructional Materials	Not Applicable	Math Dept.	Quarter 1	Quarter 2		
Develop tentative Professional Development calendar 2013 by July	Professional Development	All	ILT / Admin.	Summer 2012	Quarter 1		
Math leads teachers will collaborate with teachers to develop performance tasks using the Math Bridge Plan	ILT/ Teacher Teams	Not Applicable	Math Dept.	Summer 2012	Quarter 1		
Reading / Language Arts teachers will conduct professional development on creating units aligned to the Common Core	Professional Development	Not Applicable	Reading Dept	Summer 2012	Quarter 1		
Conduct Professional Development on text complexity, close reading, and questioning	Professional Development	Not Applicable	Administration	Quarter 1	Quarter 2		
Conduct Professional Development using data from performance assessment data for future planning	Professional Development	Not Applicable	Reading / Math / ILT	Quarter 2	Year 2		



Strategic Priority 1

Reading / Language Arts teachers will implement units aligned to Common Core and collaborate with grade band members to reflect on instruction and student performance	Instruction	Not Applicable	Reading Dept.	Quarter 1	Quarter 2		
Reading / Language Arts teachers will develop quarter 2 units aligned to Common Core using reflection from quarter 1 plan implementation.	Instruction	Not Applicable	Reading Dept.	Quarter 1	Quarter 2		
Reading / Language Arts teachers will develop quarter 3 and quarter 4 units aligned to Common Core using reflection from quarter 2 plan implementation.	Instruction	Not Applicable	Reading Dept.	Quarter 2	Quarter 4		
Math teachers will implement Math Bridge Plan for instructional content	Instruction	Not Applicable	Math Dept.	Quarter 3	Quarter 4		



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
Strategically utilize the Full School Day schedule to ensure that we are effectively providing reading and math academic interventions based on beginning of the year assessments, consistently monitor progress, and make adjustments as necessary based on the data.	We scored our school a "3" in "Use of Time" on the SEF. By ensuring that our FSD schedule has sufficient built in time for implementing interventions, and consistently monitoring progress, students will be able to make gains on reading and math assessments.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for implementing data-based RTI academic interventions custom tailored for each individual student.	Professional Development	All	Administration	Summer 2012	On-going		
To provide targeted intervention for students who are at risk or performing below grade level by utilizing: Differentiated instructional strategies which are linked to best-practice teaching, Increase the time use of manipulatives. and frequent progress monitoring of target students who are at tiers 2 and 3 in Response to Intervention program.	Instruction	All	Reading / Math Dept.	Quarter 1	On-going		
Teachers will integrate technology tools and resources into the curriculum as a means to enhance, motivate, and support instruction and utilize adaptive technology as a means to differentiate instruction	Instruction	All	Reading / Math Dept.	Quarter 1	On-going		
Utilize data to determine additional supports that will boost student academic achievement.	Instruction	All	Reading / Math Dept.	Quarter 1	Quarter 4		



Strategic Priority 2



Strategic Priority 3

