



2012-2014 Continuous Improvement Work Plan

New Millennium High School of Health at Bowen

South Side High School Network
2710 E 89th St Chicago, IL 60617
ISBE ID: 150162990250824
School ID: 610323
Oracle ID: 46491



Mission Statement

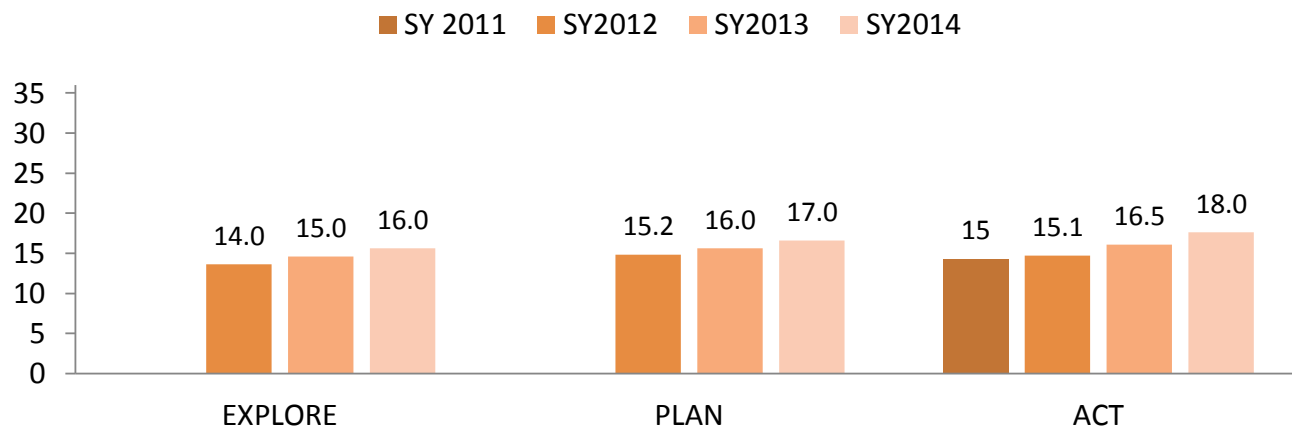
We believe that the children and families of our community have the capacity to be leaders who explore and develop their strengths and talents in order to affect positive change in our neighborhood. To achieve this end, we strive to understand and meet student and family needs while working toward college and career readiness for all of our students. We provide opportunities to learn in our classrooms and across our neighborhood and city and we emphasize the development of leadership for a sustainable community.

Strategic Priorities

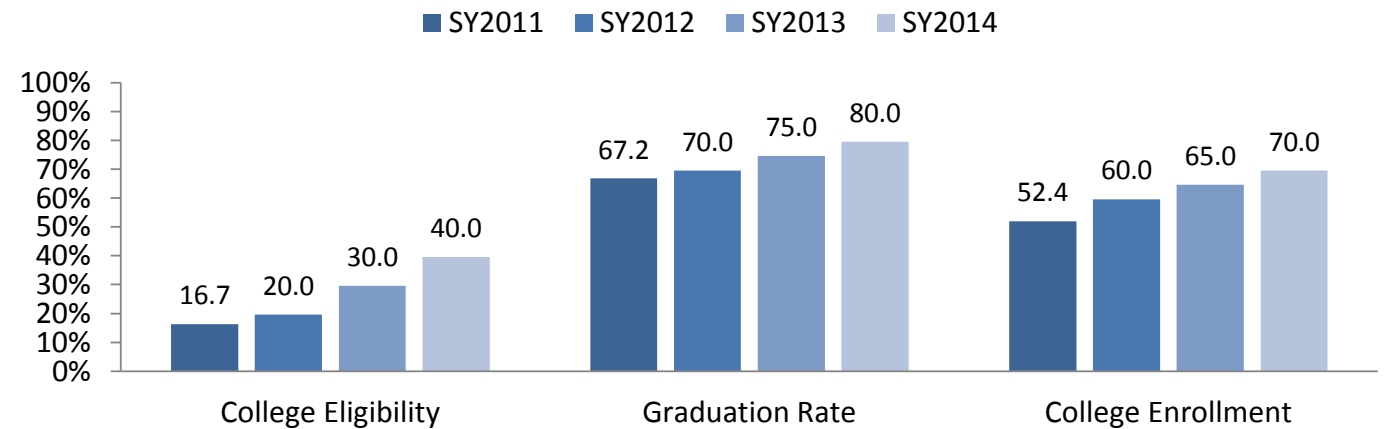
1. Use clear schoolwide behavioral expectations and consistent and balanced behavior management and restorative justice strategies to improve school climate and student safety
2. Provide and monitor data-informed academic and social-emotional intervention/extension to all students
3. Teachers design and deliver common-core aligned literacy and mathematics unit plans, assessments, and instructional activities and engage in professional learning to improve in both planning and execution of lessons.
4. Engage all students in grade-level appropriate post-secondary preparation activities to help them create individualized visions of post-secondary success.

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 for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	New Millennium High School of Health at Bowen

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
Jennifer Kirmes	Principal
Nia Abdullah	Assistant Principal
Darlene Mathews	Counselor/Case Manager
Devin McGhee	Classroom Teacher
Tim Wedryk	Other
Jocelyn Pitre	Community Member



High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		12.0	14.0	15.0	16.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	16.7	20.0	30.0	40.0
10th Grade - PLAN Average PLAN score		13.2	15.2	16.0	17.0	5-Year Graduation Rate % of students who have graduated within 5 years	67.2	70.0	75.0	80.0
11th Grade - ACT Average ACT score	14.7	13.1	15.1	16.5	18.0	College Enrollment % of graduates enrolled in college	52.4	60.0	65.0	70.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.3	2.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	75.6	76.0	80.0	85.0	Misconducts Rate of Misconducts (L4-6) per 100	61.8	45.0	25.0	15.0
Freshman On-Track % of Freshman Students on-track	62.1	80.0	85.0	90.0	Sophomore On-Track % of Sophomore students on track	59.1	60.0	70.0	80.0



High School Goal Setting

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

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	7.3	10.0	15.0	30.0		PSAE Reading % of students exceeding state standards	0.0	1.0	2.0	5.0
PSAE Mathematics % of students meeting or exceeding state standards	9.1	15.0	30.0	40.0		PSAE Mathematics % of students exceeding state standards	0.0	2.0	5.0	10.0
PSAE Science % of students meeting or exceeding state standards	1.8	10.0	20.0	30.0		PSAE Science % of students exceeding state standards	0.0	1.0	2.0	5.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			2
	<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. 	Leaders have established and communicated schoolwide goals in the areas of climate, academics, test scores, attendance, etc. Most staff members understand that we want/need to be better, but maybe not exactly where we want to be or precisely how we plan to get there	
	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. 	Grade level goals, priorities, etc well managed. Measures have been met, interventions, etc. Instructional PD opportunities numerous and valuable, based on teacher interest and need. Principals and many staff engaged with community on semi-regular basis. 3 instead of four because effectiveness is still a question, but intent, energy etc all there.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			
<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 	<p>Core group performs leadership duties on two teams: Teacher-leader team and ILT, teacher learning is inconsistent.</p>	<p>2</p>

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>ILT has done good learning around TIA through professional reading and a walkthrough, but has yet to share that learning with school at large.</p>	1
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Strong leadership push for data analysis and data-based instructional modification. PD time devoted to analysis and teacher-leader meetings consistent as follow-up to that analysis. Scores have not yet met goals. Structures and impetus very strong.</p>	3

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			1
	<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. 	Curricular consistency a question. Materials/resources essentially ad-hoc. Within departments, pacing guides used for some courses not for others. School does not have a guaranteed and viable curriculum at this point.	
	Instructional materials ----->			1
	<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). 	Despite sheer volume of curricular materials available, consistency, etc in question. Lack of clarity about final outcome expectations, how to get there.	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>"Typical school" description fits Bowen pretty closely. Data from standardized tests is readily available to all those who need it, but classroom assessment quality varies greatly.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction ----->			1
<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. 	<p>Quality of instruction, consistency of rigor, classroom behavior expectations, communication with students, pacing, all vary massively in quality and nature.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	Grade-level-level academic interventions strong, targeted to students demonstrated, individual needs. Data-based intervention for student behavior now in use by deans and other behavior team members.	
	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	Monitoring and effectiveness primarily discussed/analyzed in grade-level meetings. Whole-school PD focused trends across whole school. Feedback is used to determine quality of PD. Individual PD opportunities also offered and appreciated.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Grade-level/course level team meetings focused, procedures understood. Quality of meetings differed between teams, but expectations are now clear and orderly. Inclusive of SPED/ESL teachers.	
	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. 	Coaching opportunities abound, however somewhat incumbent on teacher initiative. Leadership, both teacher-leaders and administration more than happy to assist, but instruction coaching is not systematized. Coaching style not sustainable without personal energy and initiative by teacher-leaders and administrators.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			1
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Gap between FAFSA completion, application numbers, articulated expectations and vision and results. Quantitative measures outside of actual college attendance excellent, final outcomes less certain. Some on staff do not believe that college is an appropriate aim for most students.</p>	
	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. 	<p>General texture of school culture, while improving, still feels strained. Student perception of school safety, civility is low. Some students have strong relationships with mentors/advocates, but many fall through the cracks, we have too many students in need and not enough caring adults to meet the need.</p>	
Behavior & Safety ----->			1	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>Significant inconsistency of disciplinary responses to CoC violations by teachers and deans. Despite recent run of violence-free days, violence still prevalent immediately outside of school. hard to typify school as "safe." Discipline issues still interfere with learning environment, though improvement is happening.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	New outreach initiatives organized and seem strong (student ambassadors, etc.) Parental involvement day initiatives well organized. Uptake lagging vision.	
	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. 	Academic concerns (attendance especially) primary motivator for home calls, etc. No obviously active parent groups, etc. Not a conversation as much as individually disseminated data points.	
	Bonding ----->			1
	<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. 	Only recently have outreach activities begun to play a role in school culture. Most parent visits ad-hoc with exception of parental involvement day initiative.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			1
	<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. 	School is out of compliance for Special Education, not yet able to provide required services to all students due to lack of organization/leadership in the Special Education Department.	
	College & Career Exploration and election ----->			2
	<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. 	While FAFSA and application numbers are excellent, at least at 9th grade level, actual communication of options is ad-hoc.	
Academic Planning ----->			2	
<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. 	Planning and supports based primarily on individual counselors and teacher-work. FAFSA/application numbers excellent. Actual discussion amongst staff, etc, and coherency of academic planning procedures/vision unclear.		
Enrichment & Extracurricular Engagement ----->			2	
<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. 	Lots of activities are offered, but students participation is limited to less than 25% of students.		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<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. 	Election to use EPAS data, school-wide EPAS goal communication, score meaning etc well articulated.	
	College & Career Admissions and Affordability ----->			3
	<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. 	FAFSA completion very high, exceptional college and career coach.	
	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. 	Again, College and Carrer coach goes above and beyond to prepare seniors for transition to college through FAFSA and scholarship completion and high expectations for (at least 5 for all seniors) and close monitoring of college application process.	

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. 	Discretionary spending closely aligned to EPAS goals, wrap-around/enrichment.	
	Building a Team ----->			2
	<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. 	Current administrators have made good hires using a thorough process, but teacher vacancies are not always immediately filled.	
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. 	Intervention/planning time strongly included and required during whole-school PD, grade-level teams. Time issues are not a structure problem, but rather efficiency problem. Time structured intelligently, consistently.	

Mission & Strategic Priorities

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

Mission Statement

We believe that the children and families of our community have the capacity to be leaders who explore and develop their strengths and talents in order to affect positive change in our neighborhood. To achieve this end, we strive to understand and meet student and family needs while working toward college and career readiness for all of our students. We provide opportunities to learn in our classrooms and across our neighborhood and city and we emphasize the development of leadership for a sustainable community.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Use clear schoolwide behavioral expectations and consistent and balanced behavior management and restorative justice strategies to improve school climate and student safety	We have a very high rate of misconducts (61/100) and students expressing that they do not feel safe through My Voice, My School, so we know we must work to create a safe and productive climate in order for learning to result from our instructional improvements.
2	Provide and monitor data-informed academic and social-emotional intervention/extension to all students	Intervention is a hallmark of our full school day plan, but also an area in which we must develop - we scored ourselves a 1 or 2 on areas of the School Effectiveness Framework related to interventions.
3	Teachers design and deliver common-core aligned literacy and mathematics unit plans, assessments, and instructional activities and engage in professional learning to improve in both planning and execution of lessons.	We must implement a more rigorous curriculum in reading and mathematics as we currently have below 10% meeting/exceeding in both subjects. We will focus most heavily on planning with the common core as reviews of teacher work conducted this year have identified that as a major weakness of our faculty.
4	Engage all students in grade-level appropriate post-secondary preparation activities to help them create individualized visions of post-secondary success.	Our college eligibility rate and our college enrollment rates are both lower than we would like, but we believe that by beginning meaningful conversation about college earlier and teaching a more rigorous curriculum (see Priority 3), we can improve both outcomes.
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
Use clear schoolwide behavioral expectations and consistent and balanced behavior management and restorative justice strategies to improve school climate and student safety	We have a very high rate of misconducts (61/100) and students expressing that they do not feel safe through My Voice, My School, so we know we must work to create a safe and productive climate in order for learning to result from our instructional improvements.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop clear, positively worded, schoolwide expectations	Other	All	Administrators and DOS	Summer 2012	Summer 2012		
Communicate expectations to and train entire staff to uphold expectations in a non-confrontational way	Professional Development	All	Administrators and DOS	Summer 2012	Quarter 1		
Hire an experienced Dean of Students ("DOS") with track record of success and Dean's clerk with strong organizational and clerical skills	Staffing	All	Administrators	Summer 2012	Summer 2012		
Develop consistent framework for interventions/consequences (including restorative justice techniques such as peer jury, peace circles, community service, art therapy, referral to wrap-around social services) for specific misbehaviors - communicate framework to staff, students, parents	Professional Development	All	DOS with administrator support	Summer 2012	On-going		
Communicate expectations and intervention framework to students and parents at orientation	Other	All	Administrators and DOS	Summer 2012	Quarter 1		
Develop monitoring system/protocol for tracking misbehavior and intervention data	Other	All	DOS	Summer 2012	On-going		
Hire Restorative Justice Intervention Specialist	Staffing	All	Administrators and DOS	Summer 2012	Summer 2012		
Develop protocol for responding to disruptive student behavior in classrooms - include roles for teachers and security officers, train teachers and officers on role, develop system for holding staff accountable for implementation of protocol	Professional Development	All	DOS	Summer 2012	On-going		



Strategic Priority 1

Form a Climate Team, led by DOS, consisting of security officers, teachers, other ESP staff to set and communicate goals re: school climate, develop strategies, implement strategies, and monitor results.	After School/ Extended Day	All	DOS	Summer 2012	On-going		
Identify repeat offenders and develop cause-aligned group or individual interventions to improve behavior	Other	Other student group	RJIS	Quarter 1	On-going		
Hold town hall meetings to communicate and reinforce expectations to students throughout the year	ILT/ Teacher Teams	All	Gradel Level Leaders	Quarter 1	On-going		
Develop a relevant, consistent incentive system that rewards and celebrates good behavior	Other	Other student group	Climate Team	Quarter 1	On-going		
Develop and execute a series of professional learning around expectations and culture that will push staff toward high expectations for all students							

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
Provide and monitor data-informed academic and social-emotional intervention/extension to all students	Intervention is a hallmark of our full school day plan, but also an area in which we must develop - we scored ourselves a 1 or 2 on areas of the School Effectiveness Framework related to interventions.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ACADEMIC INTERVENTIONS							
Develop/acquire a system for weekly, standards-aligned assessment that can be data-mined digitally.	Instructional Materials	All	Administration/Intervention Coordinator	Summer 2012	Summer 2012		
Implement/Test assessment data-collection system.	Staffing	All	Administration/Intervention Coordinator	Quarter 1	On-going		
Identify teacher roles for Wednesday academic interventions.	Instruction	All	Administration	Summer 2012	Summer 2012		
All-staff PD/training on weekly assessment system and Wednesday academic intervention roles, including entry into gradebook for data-mining purposes.	Professional Development	All	Administration	Summer 2012	Summer 2012		
Utilize and monitor weekly assessment system for Wednesday academic intervention blocks.	Instruction	All	Administration/Intervention Coordinator	Quarter 1	On-going		
Track/utilize Wednesday academic intervention efficacy data.	Instruction	All	Administration/Intervention Coordinator	Quarter 1	On-going		
SEL CURRICULUM							
Research and choose research-based curriculum (CHAMPS, etc) for use at Bowen during Wednesday interventions and integrated with classroom instruction.	Instructional Materials	All	Administration/ILT/TLT	Summer 2012	Summer 2012		



Strategic Priority 2

Acquire SEL curriculum, modify for Bowen-specific needs, and develop integration/implementation plan.	Instructional Materials	All	ILT/TLT/Intervention Coordinator	Summer 2012	Summer 2012		
Identify staff who will focus on SEL curriculum during Wednesday interventions.	ILT/ Teacher Teams	All	Administration/ILT/TLT	Summer 2012	Summer 2012		
Develop system for identification of students in need of targeted SEL interventions during Wednesday intervention blocks, based on quantitative and qualitative data.	Equipment/Technology	All	Administration/Behavior Team/Intervention Coordinator	Summer 2012	Summer 2012		
Implement/test identification system for targeted student SEL interventions.	Equipment/Technology	All	Administration/Intervention Coordinator	Quarter 1	On-going		
All-staff PD/training on SEL curriculum, expectations, and integration.	Professional Development	All	Administration	Summer 2012	On-going		
Track/utilize SEL curriculum efficacy data.	Instruction	All	Administration/Intervention Coordinator	Quarter 1	On-going		
WRAP-AROUND SERVICES							
Identify current wrap-around service capacities and needs, including Metropolitan Family services planned counseling, sexual violence programs and Parent-targetted programs.	Other	All	Administration/Metropolitan Family Services/Intervention Coordinator	Summer 2012	Summer 2012		
Identify and implement community partners to help provide wrap-around services not currently within Bowen/Metropolitan Family Services capacities.	Other	All	Administration	Summer 2012	On-going		
Develop system for wrap-around service targeting to student need based on qualitative and quantitative data.	Instructional Materials	All	Administration/Counselors/Intervention Coordinator	Summer 2012	Summer 2012		
All-staff PD/training on wrap-around service capacities and implementation with community partners including Metropolitan Family Services.	Professional Development	All	Administration	Summer 2012	Summer 2012		
Implement and test wrap-around service identification and targeting system.	Equipment/Technology	All	Administration/Intervention Coordinator	Quarter 1	On-going		
Track/utilize wrap-around service implementation efficacy data.	Instruction	All	Administration/Intervention Coordinator	Quarter 1	On-going		

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 design and deliver common-core aligned literacy and mathematics unit plans, assessments, and instructional activities and engage in professional learning to improve in both planning and execution of lessons.	We must implement a more rigorous curriculum in reading and mathematics as we currently have below 10% meeting/exceeding in both subjects. We will focus most heavily on planning with the common core as reviews of teacher work conducted this year have identified that as a major weakness of our faculty.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Summer professional development retreat with Curriculum Leads for understanding and implementing Common Core aligned instruction.	Professional Development	All	Admin	Summer 2012	Summer 2012		
In each English, reading, science and social science classroom, conduct an audit of existing texts aligned to Common Core State Standards and invest in supplemental nonfiction texts.	Instructional Materials	All	ILT leads in respective departments.	Summer 2012	Quarter 1		
Create common core aligned EOY performance tasks that drive curriculum planning and instruction for all four years of high school in core subject areas (English, math, science, social studies). The result will drive the development of a year-long scope and sequence that maps out what Common Core standards teachers should teach and in what order.	Instruction	All	Curriculum Leads	Summer 2012	Summer 2012		
Curriculum Leads to develop a year-long scope and sequence that maps out what Common Core standards teachers should teach and in what order for all core courses.	Instruction	All	Curriculum Leads	Summer 2012	Summer 2012		
Curriculum Leads to develop UbD-style unit 1 plans and assessments for all course courses	Instruction	All	Curriculum Leads	Summer 2012	Summer 2012		
Curriculum Leads to facilitate common core training with department members during opening PD - training will involve translation of unit plans into aligned daily lesson plans.	Professional Development	All	Admin & Curriculum Leads	Summer 2012	Summer 2012		
Core course teachers to implement first units while developing second units in department teams	ILT/ Teacher Teams	All	Admin & ILT	Quarter 1	On-going		



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
Engage all students in grade-level appropriate post-secondary preparation activities to help them create individualized visions of post-secondary success.	Our college eligibility rate and our college enrollment rates are both lower than we would like, but we believe that by beginning meaningful conversation about college earlier and teaching a more rigorous curriculum (see Priority 3), we can improve both outcomes.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop post-secondary learning objectives for students at each grade-level. 9th graders will: 1) identify 2 or more careers that align with their interests and personality, 2) list professional traits that will facilitate future employment, and 3) visit two in-state colleges. 10th graders: 1) visit 1 out of state and two in-state colleges 2) develop a college networking portfolio 3) create 1st draft of personal statement. 11th graders will: 1) complete an effective personal statement 2) understand and list best-fit college and financial aid options, 3) understand and list the basics of financial aid 4) develop a professional resume and cover letter and 5) critique various interviewing strategies and choose the best fit for the student's personality. 12th graders will: 1) apply to at least 5 colleges/universities, 2) complete their FAFSA, and 3) complete at least one scholarship application.	Instruction	All	Counselors & Post-Secondary Coach	Summer 2012	On-going		
Counselors will work collaboratively with each grade-level leader to develop a strategic plan for the achievement of each of the objectives listed above.	ILT/ Teacher Teams	All	Counselors and GLLs	Summer 2012	Quarter 1		
Enact plan, monitor progress	Instruction	All	Counselors and Teachers	Quarter 1	Quarter 4		
Develop/Purchase tracking system to store information about college and career goals and progress for all students	Other	All	Post-Secondary Coach	Summer 2012	Quarter 1		



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