CIWP

2012-2014 Continuous Improvement Work Plan

Spry Community Links High School

West Side High School Network

2400 S Marshall Blvd Chicago, IL 60623

ISBE ID: 150162990250818

School ID: 610357

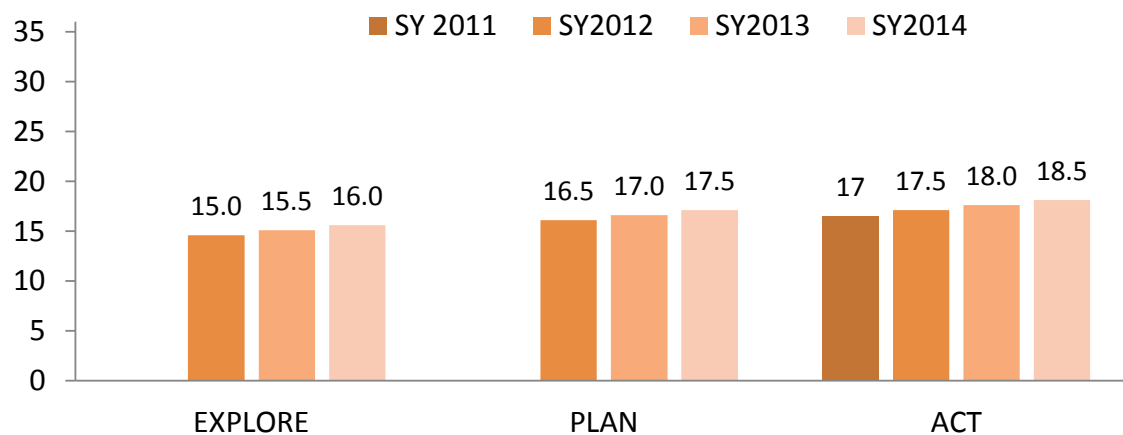Oracle ID: 46461

CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

To foster and nurture strong ties to the community through student-centered initiatives

To cultivate and nurture a culture of "Si Se Puede" (It can be done) enabling students, parents, teachers, administrators and staff to make valuable contributions to the school environment or culture

To provide an academically challenging curriculum aligned to the Common Core

To utilize assessment data to develop a curriculum that promotes student achievement
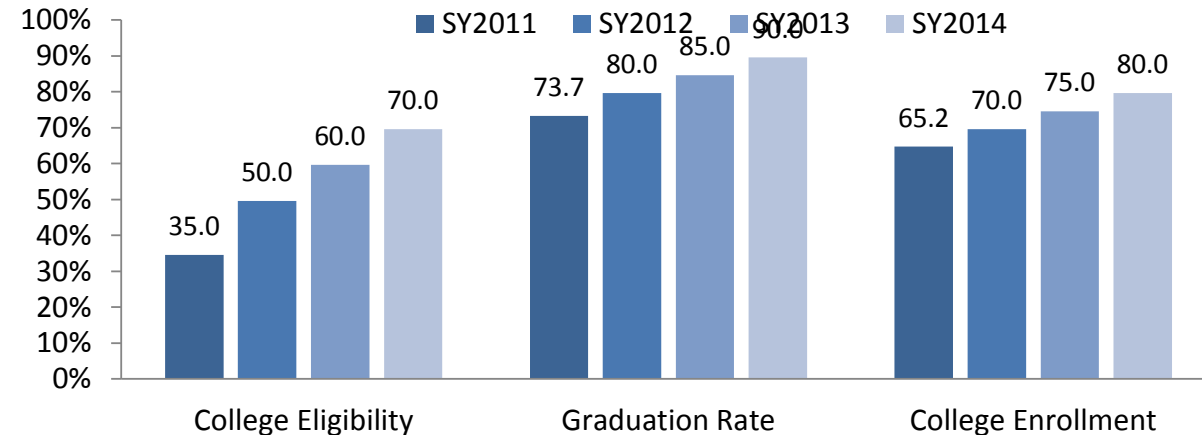
Strategic Priorities

1. Raise the rigor of our high school curriculum by effectively incorporating the Common Core into every aspect of our school's academic program; thereby preparing our students for the challenges of post-secondary education.

2. Provide a comprehensive retooling of our school culture and climate to provide for the social-emotional and academic needs of our students. Create a school-wide notion of achievement and success and a pathway to college. Provide for student leadership and ownership of school-level decision making.

3. Involve parents at every level of school governance. Focus on building parent capacity to foster academic achievement both at school and within the home. Create channels for parent involvement that lead to development of trusting relationships between teachers, parents, and students.

School Performance Goals

EPAS Goals

	SY 2011	SY2012	SY2013	SY2014
EXPLORE		15.0	15.5	16.0
PLAN		16.5	17.0	17.5
ACT	17	17.5	18.0	18.5

12th Grade & Graduation Goals

	SY2011	SY2012	SY2013	SY2014
College Eligibility	35.0	50.0	60.0	70.0
Graduation Rate	73.7	80.0	85.0	90.0
College Enrollment	65.2	70.0	75.0	80.0

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:	Spry Community Links High School

Developing a CIWP Team

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

CIWP Team

Name (Print)	Title/Relationship
Ms. Altstiel	Classroom Teacher
Mr. Sidarous	Classroom Teacher
Ms. Kreinbring	Classroom Teacher
Ms. Rocque	Special Education Faculty
Ms. Ma	Special Education Faculty
Ms. Pineda	Parent/ Guardian
Ms. Alamilla	Parent/ Guardian
Mr. Borras	Principal

CIWP

2012-2014 Continuous Improvement Work Plan

Spry Community Links High School

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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
9th Grade - EXPLORE Average EXPLORE score	✕	14.3	15.0	15.5	16.0
10th Grade - PLAN Average PLAN score	✕	16.1	16.5	17.0	17.5
11th Grade - ACT Average ACT score	16.9	NDA	17.5	18.0	18.5

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	35.0	50.0	60.0	70.0
5-Year Graduation Rate % of students who have graduated within 5 years	73.7	80.0	85.0	90.0
College Enrollment % of graduates enrolled in college	65.2	70.0	75.0	80.0

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	1.5	1.5

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.6	96.0	96.5	97.0
Freshman On-Track % of Freshman Students on-track	92.8	95.0	97.5	100.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	9.7	8.0	7.0	6.0
Sophomore On-Track % of Sophomore students on track	95.1	96.0	97.0	98.0

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	18.2	23.0	28.0	33.0	**PSAE Reading** % of students exceeding state standards	0.0	2.0	5.0	8.0
PSAE Mathematics % of students meeting or exceeding state standards	30.9	35.0	40.0	45.0	**PSAE Mathematics** % of students exceeding state standards	0.0	2.0	5.0	8.0
PSAE Science % of students meeting or exceeding state standards	25.5	28.0	31.0	34.0	**PSAE Science** % of students exceeding state standards	0.0	2.0	5.0	8.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action***	-->		**3**
	• 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.	• 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.	• Have prioritized levels of achievement on the ACT for each grade level. • Have set in place a clear pathway for a college-going culture. • Have set clear goals for student attendance, achievement levels, student on-track percentages, graduation rates, and discipline.	
	Principal Leadership	-->		**3**
	• 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.	• 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.	• Professional Development is tied to in-house teacher expertise and the needs of the staff and the school at large. • Principal frames College Readiness as the hallmark of all school-wide decision making. • Principal shares leadership with staff in order to provide a more complete and exacting level of ownership for school governance. • Principal has taken steps to ensure optimal family involvement but there is still a great need for more parental involvement at all levels of the school.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		--->	**4**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	• Evert teacher in the school is responsible for upholding one or several aspects of the school program. • Every teacher has a voice in the operations of the school. • Need to develop more formal teams around school accountability and integrate them into the ongoing sustainability of the school. • Teacher expertise and motivation assures quality leadership around important school programs.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) --->			**3**
• 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.	• 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	• The ILT is composed of a rotation of teachers so all teachers have a chance to participate in the development of our instructional program. • The ILT is motivated to create a working PLC within the school. • ILT decision making is based on the school metrics. • ILT proposals and projects are based on supporting instructional practice. • The ILT is focused on increasing student academic achievement.	
Monitoring and adjusting --->			
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.		

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	-->		**3**
	• 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.	• 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.	• Work must be done to better differentiate curriculum. • Work is being done to incorporate Common Core Standards, but more exacting work needs to be done to make sure there is alignment and thoroughness in full adoption. • Curriculum is focused on College-Readiness. • Curriculum is developed by departments and teachers have the autonomy to enhance it to better suit the needs of their students (differentiate).	
	Instructional materials	-->		**3**
	• 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.	• 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).	• Instructional materials need to more support for ELLs and students with disabilities. • Instructional materials need to incorporate more challenging reading levels. • Need to incorporate more informational texts. • Instructional materials across the school need to reflect the more demanding Common Core Standards	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

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Typical School	Effective School	Evidence	Evaluation
Assessment	--->		**3**
• 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.	• 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.	• There is a school-wide interim assessment program in place. • Teachers use data from assessment results to inform their instructional decision making. • Students have access to an assessment portal to monitor their own progress. • Assessment needs to develop into a more differentiated program to meet students' individual needs. • Assessment programs needs to improve in order to address the needs of ELL and students with disabilities. This would provide for better data to make instructional decisions.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		--->	**3**
• 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.	• 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.	• Instruction includes learning objectives that are clearly defined and measureable (SMART). • Need to offer more support for 1st and 2nd Year teachers. • Instruction is focused around CRS and CCSS. • Lessons are differentiated and address the needs of ELLs and students with disabilities. • Instruction focuses on higher-order reasoning skills and promotes student articulation about what they know. • Instruction is based on curriculum goals and learning objectives which are set in place at the beginning of the year.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
	Intervention	-->		2
	• 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.	• 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.	• This is an area of great need in our school. • We have worked on a systematic way of screening students, but have faltered in a systematic way of providing support for students. • We need to work out the steps in our RTI program. • We have assembled an RTI team that has met inconsistently during the year. • We are in the process of identifying resources to support our RTI program.	
Professional Learning	*Whole staff professional development*	-->		2
	• 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.	• 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.	• Professional Development is piecemeal and not always focused. • Professional Development has gained from the expertise of teachers who largely lead PD sessions. • Professional Development needs to be strategic and tied to school levers.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**2**
	• 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.	• 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 meetings provide for teacher discussions around student supports but tend to address a variety of issues and may not always be focused. • Need to improve on the effectiveness of Department meetings • Teachers meet during common planning time to discuss issues and individual student progress. • Special education teachers are part of every grade-level meeting.	
	Instructional coaching	-->		**2**
	• 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.	• 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.	• Need for more formal induction program for 1st and 2nd Year teachers. • Need to formalize classroom observation process. • Teachers need more frequent, quality feedback on classroom instruction. • ILT team will support the making of exemplar instructional video demonstrations around teacher evaluation system domains.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	• College-going culture permeates every aspect of school decision making and functions • Teachers reinforce college culture at all times. • More opportunities need to be created for student leadership and ownership of school. • Ample opportunities exist for students to be exposed to the rigors of college academics. • College Links program allows students to be exposed to college life and academics. • Advance Placement coursework is tied to students continuing	
	Relationships	-->		**3**
	• 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.	• 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.	• In general, there is a positive attitude between student and teacher interactions that creates trusting relationships. • Students seek out teachers for additional support. • 1st year volunteer program pairs students with adult, teacher mentors. • School thrives on creating small classroom environment so every student can have a one-to-one interaction with teacher and fellow classmates. • Students with disabilities are engaged in the greater school community.	
	Behavior& Safety	-->		**3**
	• 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.	• 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.	• A systematic, tiered approach to student discipline is in place to address individual student behaviors. • The need exists to provide more positive incentives. • Dean of students has positive interventions with students around changing negative student behaviors. • Student positive behaviors are awarded through semester incentive awards and outings.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**2**
	• 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.	• 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.	• Parents are disconnected from classroom experience. Need to develop protocols to allow for parents to be privy to what classroom and school-wide expectations are for their children. • Parents are not altogether informed about teacher grading policies and classroom expectations. • Need to develop a way to showcase what expectations look like so there are visible, constant reminders.	
	Ongoing communication	--->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	• More frequent and systematic communications are needed to make sure our parents are informed about what his happening in the school. • Teachers and school community liaison reach out to parents on an ongoing basis. • Need to create more protocols to facilitate communication between parents and teachers.	
	Bonding	--->		**3**
	• 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.	• 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.	• We have an open door policy for any parent needing assistance. Parents are always welcome and concerns addressed in the most efficacious and timely manner. • We need more opportunities for parents and students and teachers to interact in less formal settings. • The central focus of the school is parent, student and teacher engagement. Partnerships exist through agencies like the Alivio Medical Clinic and the Boys and Girls Club to provide activities for our parents to engage the school community.	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	-->		**3**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	• A concerted and proactive effort is made to provide specialized service to our parents, but largely revolves around students with special needs. • A more robust level of available resources needs to be available to support our families. • Home visits are conducted when there is the need for a high level	
	College & Career Exploration and election	-->		**3**
	• Information about college or career choices is provided.	• 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.	• College and career exploration happens on a daily basis. • Ample opportunities exist for guidance around college and career choice. • Attention to college and career choice begins during a student's 1st year in our school and extends throughout the three years,	
	Academic Planning	-->		**3**
	• 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.	• 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.	• There has been an increase of Advance Placement offerings. All students have the opportunity to take AP classes. • College and career is offered to 100% of our students as part of their schooling. • More attention needs to be placed on evaluating the effectiveness of programs to prepare students for college rigor.	
	Enrichment & Extracurricular Engagement	-->		**3**
	• 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.	• 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.	• Every student is exposed to and takes part in extracurricular activities. • Teachers have taken the lead role in providing fun and engaging opportunities for their students.	

6: College and Career Readiness Supports

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*	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• There is an abundance of college and career assessments that help match students with colleges and careers. • Students develop a keen sense of how to pursue their learning interests at the post-secondary level through WECEP, 2nd Year Work Experience, and 3rd Year Advisory.	
	College & Career Admissions and Affordability	-->		**4**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	• Students follow a year-long college advisory in addition to taking a College Reading and Writing course that explores all aspects of access to higher education. • College advising and preparedness happens throughout the three years of our program • We have a 100% attitude toward college matriculation and graduation.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	• There is attention to transitions between 9th to 10th to 11th to College so students feel like they are progressing toward a common goal: high school graduation and college enrollment. • 100% of incoming 9th graders participate in a seven week orientation to high school, where they get exposed to high school expectations, and receive math, literacy and counseling tutorials. • Better alignment could exist between elementary and high school programs.	

Date Stamp November 22, 2012

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**
	• 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.	• 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 funding is used to support academic success of our students and is tied to areas of greatest need. • There is an exploration of incorporating grant writing to sustain programs after they are stopped being funded. • Funds are generally spent to provide the most effective use and outcomes.	
	Building a Team	-->		**4**
	• 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.	• 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.	• Hiring practices are thorough and rigorous to make sure there is a best match. • Hiring practices involve the entire school in providing feedback. • Candidates need to embed themselves in the school and lead a class. Key data sources are used to provide insight into the best fit for our school.	
	Use of Time	-->		**3**
	• 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.	• 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.	• School schedule is structured to provide optimal teaching and learning opportunities and revolves around the needs of our school community. • Common teacher collaboration time is embedded in the daily functioning of the school so that inter and intra disciplinary opportunities are fostered. • There is a great need to incorporate more intervention blocks during the school day.	

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

To foster and nurture strong ties to the community through student-centered initiatives
To cultivate and nurture a culture of "Si Se Puede" (It can be done) enabling students, parents, teachers, administrators and staff to make valuable contributions to the school environment or culture
To provide an academically challenging curriculum aligned to the Common Core
To utilize assessment data to develop a curriculum that promotes student achievement
To provide students a socially equitable, democratic and fair environment

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Raise the rigor of our high school curriculum by effectively incorporating the Common Core into every aspect of our school's academic program; thereby preparing our students for the challenges of post-secondary education.	Attention to the Common Core is about making sure our students are prepared to do college work. From our ACT data we see that we have inconsistent results. While more and more students are scoring +20 on the ACT there are still a great many students who are low performers. We need to give greater attention to these students to identify ways to accelerate their learning. The Common Core provides the alignment that is needed to address student needs and scaffold their learning. Teachers will need to become well versed in the expectations of the Common Core to better prepare students for college work.
2	Provide a comprehensive retooling of our school culture and climate to provide for the social-emotional and academic needs of our students. Create a school-wide notion of achievement and success and a pathway to college. Provide for student leadership and ownership of school-level decision making.	School culture is about sustaining and reinforcing academic achievement across all workings of the school. All stake-holders are involved in upholding the vision and mission of the school. Student, teacher, and parent surveys indicate that attention to school culture would help address and change negative behaviors. Everyone needs to bear the responsibility of success.
3	Involve parents at every level of school governance. Focus on building parent capacity to foster academic achievement both at school and within the home. Create channels for parent involvement that lead to development of trusting relationships between teachers, parents, and students.	The message of education needs to be reinforced at home. We need to provide clear expectations for our parents and their students as to what academic success looks like. We need to train and provide leadership opportunities for our parents. It's a matter of extending learning into the home, and breaking down barriers between school and home life.
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
Raise the rigor of our high school curriculum by effectively incorporating the Common Core into every aspect of our school's academic program; thereby preparing our students for the challenges of post-secondary education.	Attention to the Common Core is about making sure our students are prepared to do college work. From our ACT data we see that we have inconsistent results. While more and more students are scoring +20 on the ACT there are still a great many students who are low performers. We need to give greater attention to these students to identify ways to accelerate their learning. The Common Core provides the alignment that is needed

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Conduct an overview audit of our current ELA and Math curriculi to evaluate what Common Core alignment is already in place.	Instruction	All	Department Heads	Quarter 1	Quarter 1		
Conduct a mapping of CRS and CCSS to see what gaps may exist.	Instruction	All	ILT	Quarter 1	Quarter 1		
Establish formal lesson plan protocols to transition from ILSS and CRS to CCSS	Instruction	All	Principal and ILT	Quarter 1	Quarter 1		
Conduct an audit of existing textbooks in use across all disciplines and see what supplementary materials need to be purchased to address CCSS deficiencies.	Instructional Materials	All	Department Heads	Quarter 1	Quarter 1		
Purchase more information texts for use across the curriculum.	Instructional Materials	All	Principal and ILT	Quarter 1	Quarter 1		
Year-long PD calendar is in place to focus on unpacking and developing lessons around CCSS	Professional Development	All	Principal and ILT	Quarter 1	On-going		
Substitute corps is in place to allow for attendance of teachers at both in-house PD and District PD around CCSS implementation.	Staffing	All	Principal	Summer 2012	Quarter 1		
Monitor throughout the year key metrics such as interim assessment data to gauge effectiveness of CCSS integration.	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Correlate teacher use of CCSS into daily planning to new teacher evaluation system, and build PD sessions around this correlation.	Professional Development	All	Principal	Summer 2012	On-going		
Shift existing PrepMe modules from College Readiness to Common Core in ELA and Math.	Instructional Materials	All	Literacy Lead	Summer 2012	Quarter 1		
Build exemplar Performance Tasks in each of the content areas around the Common Core	Instructional Materials	All	ILT	Quarter 2	Quarter 4		

Strategic Priority 1

CIWP

**2012-2014 Continuous
Improvement Work Plan**

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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 a comprehensive retooling of our school culture and climate to provide for the social-emotional and academic needs of our students. Create a school-wide notion of achievement and success and a pathway to college. Provide for student leadership and ownership of school-level decision making.	School culture is about sustaining and reinforcing academic achievement across all workings of the school. All stake-holders are involved in upholding the vision and mission of the school. Student, teacher, and parent surveys indicate that attention to school culture would help address and change negative behaviors. Everyone needs to bear the responsibility of success.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish a School Climate Leadership Team	ILT/ Teacher Teams	All	Staff	Quarter 4	Summer 2012		
Plan Incentives and Goals for school year	ILT/ Teacher Teams	All	Climate Team	Quarter 4	Summer 2012		
Train Staff on specific modules of school climate program	Professional Development	All	Climate Team	Quarter 4	Summer 2012		
Establish assssment rubric for evaluating the effectiveness of the program	ILT/ Teacher Teams	All	Climate Team	Quarter 4	Summer 2012		
Create and Print Student Handbook	ILT/ Teacher Teams	All	Climate Team	Summer 2012	Summer 2012		
Create student leadership development program	After School/ Extended Day	Other student group	Staff Sponsor	Quarter 1	Quarter 1		
Invest in leadership training/workshops for students	After School/ Extended Day	Other student group	Staff Sponsor	Quarter 1	On-going		
Create Restorative Justice Program	ILT/ Teacher Teams	Other student group	Dean	Quarter 1	Quarter 1		
Train Staff on the use of Restorative Justice	Professional Development	All	Dean	Quarter 1	Quarter 1		
Student Grade Levels will complete a service project	After School/ Extended Day	All	Staff	Quarter 1	Quarter 4		
Create school creed and a plan for implementation that reflects the culture that we want to set the climate in our school.	After School/ Extended Day	All	All	Quarter 1	Quarter 1		

Strategic Priority 2

Create social and emotional support groups that support students of vulnerable populations including groups that focus on women, undocumented students, sexuality, and high-risk students.	Other	Other student group	Staff Sponsor	Quarter 1	Quarter 1		

Strategic Priority 3

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

Strategic Priority Description	Rationale
Involve parents at every level of school governance. Focus on building parent capacity to foster academic achievement both at school and within the home. Create channels for parent involvement that lead to development of trusting relationships between teachers, parents, and students.	The message of education needs to be reinforced at home. We need to provide clear expectations for our parents and their students as to what academic success looks like. We need to train and provide leadership opportunities for our parents. It's a matter of extending learning into the home, and breaking down barriers between school and home life.

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Restablish Parent Advisory Committee (PAC)	Parental Involvement	All	Principal and PAC coordinator	Summer 2012	Quarter 1		
PAC is trained on CLHS rules, culture, and parent and student expectations	Parental Involvement	All	PAC coordinator	Summer 2012	Quarter 1		
PAC addresses larger parent community on CLHS rules, culture, and parent and student expectations	Parental Involvement	All	PAC and PAC coordinator	Quarter 1	Quarter 2		
Parents receive training on Quarterly basis from community organizations on topics such as immigration, navigating higher education, adolescent health and sexuality, and communication/conflict management with adolescents.	Parental Involvement	All	PAC and PAC coordinator	Quarter 1	Quarter 4		
PAC will help create a CLHS parent handbook	Parental Involvement	All	PAC and PAC coordinator	Quarter 1	Quarter 4		
PAC coordinator attends monthly LSC meetings and encourages members of the larger parent community to attend.	Parental Involvement	All	PAC coordinator	Quarter 1	On-going		
Parents of students on the A and A/B Honor Roll are recognized at the end of semester ceremonies	Parental Involvement	All	Principal and PAC coordinator	Quarter 1	Quarter 4		
PAC addresses larger parent community on CLHS rules, culture, and parent and student expectations.	Parental Involvement	All	PAC and PAC coordinator	Quarter 1	Summer 2013		
PAC will recruit a parent Volunteer Corps from among the parent community	Parental Involvement	All	PAC and PAC coordinator	Quarter 1	Quarter 2		
Volunteer Corps is trained and goes through CPS background check in order to be able to serve within the school.	Parental Involvement	All	PAC and PAC coordinator	Summer 2012	Quarter 2		
PAC develops goals and guidelines for "Parent Coaches"	Parental Involvement	All	PAC and PAC coordinator	Year 2	Year 2		

Strategic Priority 3

PAC identifies students and/or parents who would benefit from coaching	Parental Involvement	All	PAC and PAC coordinator	Year 2	Year 2		
PAC identifies dates in school calendar that would serve as Open House days	Parental Involvement	All	PAC and PAC coordinator	Year 2	Year 2		
PAC identifies guidelines and protocols for Open House days	Parental Involvement	All	PAC and PAC coordinator	Year 2	Year 2		
PAC present guidelines and protocols to CLHS Staff	Parental Involvement	All	PAC and PAC coordinator	Year 2	Year 2		
PAC organizes scheduling for Open House appointments by parent and times	Parental Involvement	All	PAC and PAC coordinator	Year 2	Year 2		

Strategic Priority 4

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

Strategic Priority Description						Rationale	

Action Plan / Monitoring

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

Strategic Priority 5

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

Strategic Priority Description				Rationale			

Action Plan   Monitoring

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