



2012-2014 Continuous Improvement Work Plan

Lincoln Park High School
North-Northwest Side High School Network
2001 N Orchard St Chicago, IL 60614
ISBE ID: 150162990250047
School ID: 609738
Oracle ID: 46321



Mission Statement

All of Lincoln Park High School's students will graduate college and career ready as a result of developing high level critical thinking skills and a strong ability to collaborate and cooperate with people from a wide variety of backgrounds.

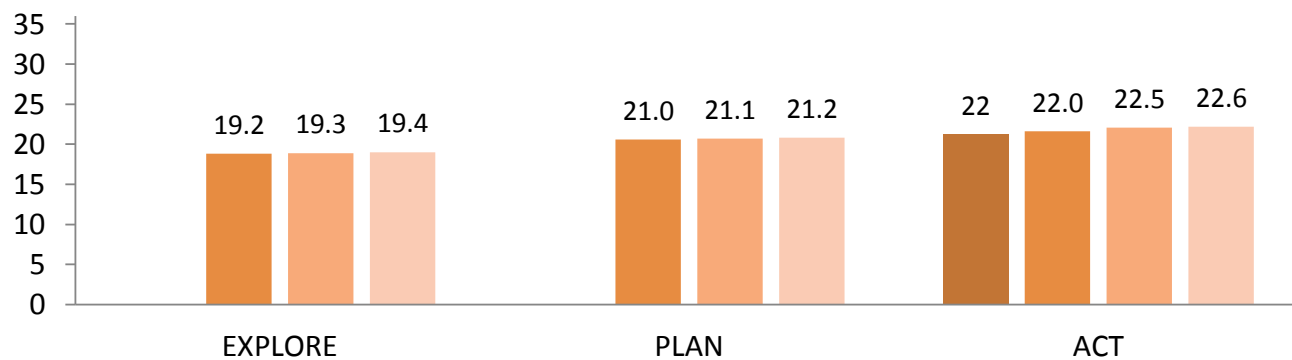
Strategic Priorities

1. Students will develop critical thinking skills by focusing on literacy, analysis, synthesis, and through the implementation of the Common Core State Standards (CCSS).
2. Lincoln Park High School will implement a structured and individualized recovery plan for students who are not developing their critical thinking skills and academic habits proficiently.
3. Lincoln Park High School will implement a Positive Behavioral Interventions and Supports (PBIS) system using Tier 1, Tier 2, and Tier 3 interventions.

School Performance Goals

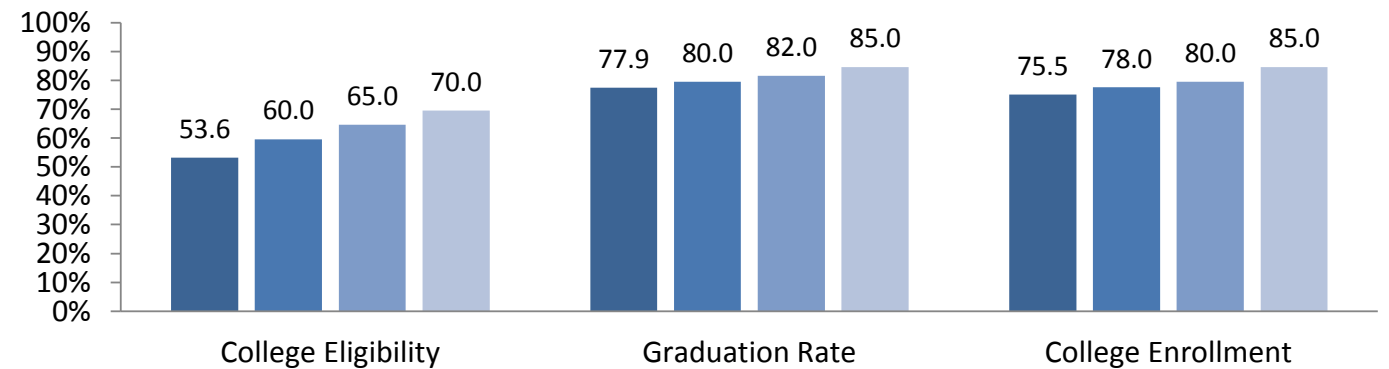
EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





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:	Lincoln Park 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
Mike Boraz	Principal
Ken Duncan	Assistant Principal
Amy Hamilton	Lead/ Resource Teacher
Brian Murphy	Lead/ Resource Teacher
Kevin Krakovsky	Lead/ Resource Teacher
Richard Sauer	Lead/ Resource Teacher
Carolyn Latshaw	Classroom Teacher
Margaret Harrod	Lead/ Resource Teacher
Noreen Rasul	Lead/ Resource Teacher
Kathy Berghoff	LSC Member
Dawn Glunz	Special Education Faculty



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		17.7	19.2	19.3	19.4	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	53.6	60.0	65.0	70.0
10th Grade - PLAN Average PLAN score		19.5	21.0	21.1	21.2	5-Year Graduation Rate % of students who have graduated within 5 years	77.9	80.0	82.0	85.0
11th Grade - ACT Average ACT score	21.6	19.9	22.0	22.5	22.6	College Enrollment % of graduates enrolled in college	75.5	78.0	80.0	85.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.9	1.9
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	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	84.6	88.0	90.0	90.0	Misconducts Rate of Misconducts (L4-6) per 100	9.2	8.0	6.0	4.0
Freshman On-Track % of Freshman Students on-track	74.4	85.0	88.0	90.0	Sophomore On-Track % of Sophomore students on track	83.2	85.0	87.0	90.0



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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	65.7	68.0	72.0	75.0		PSAE Reading % of students exceeding state standards	17.1	20.0	25.0	30.0
PSAE Mathematics % of students meeting or exceeding state standards	60.5	63.0	66.0	70.0		PSAE Mathematics % of students exceeding state standards	7.7	10.0	15.0	20.0
PSAE Science % of students meeting or exceeding state standards	58.9	61.0	64.0	69.0		PSAE Science % of students exceeding state standards	11.1	15.0	20.0	25.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>HS Goals are based on multiple factors from school performance policy data, grade and attendance data, "My Voice, My School" Survey results, and evidence gathered through school staff and Instructional Leadership Team (ILT) walks. Data sets include:</p> <p>Trends in ACT and PSAE results over period from 2001-2011:</p> <ul style="list-style-type: none"> *The ACT composite score ranges between 20.4 and 22.2; in 2011 the ACT composite score is 21.6 *The percentage of students who meet or exceed in PSAE composite scores ranges between 58.5 and 65.1; in 2011 the percentage for Meets/Exceeds is 61.8 	
	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. 	<p>Daily observations (informal classroom visits) with feedback to individual teachers by administrative team members. Focus areas include instructional strategies, student engagement, assessment of student learning, purpose, goals and learning objectives, general classroom environment.</p> <p>Weekly engagement with Curriculum Teams and Instructional Leadership Team (ILT) to support staff in professional learning cycle: curriculum goal-setting and lesson planning (with a focus on critical thinking and integration of Common Core State Standards), support for implementing lessons and instructional strategies, analysis of student work and assessment data.</p> <p>Quarterly professional learning as member of Common Core State Standards (CCSS) Early Adopter Group. Principal, English and Math teachers meet quarterly with staff from across the district to develop curricular tools for the district-wide implementation of</p>	

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Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - 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>Teachers and staff members participate in leadership roles in one or more of the following areas:</p> <ul style="list-style-type: none"> *ILT membership *Curriculum team leadership *Coaching/Sponsorship of extracurricular activities *Mentoring of new teachers *SIPAAA/CIWP team *Union representation *Individual grant writing (i.e. Donor's Choose) <p>Teachers meet with members of curriculum teams on a weekly basis; given the diversity of our program, most teachers are members of 2-3 curriculum teams and are able to take on leadership responsibilities within the curriculum team.</p> <p>The ILT is open to all teachers and all are welcomed to attend; ILT meeting dates and times are included on the weekly agenda given to all staff members to encourage participation. Regular attendees include teachers from the English, Math, World Language, Performing Arts, and Special Education departments.</p>	

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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 membership - members from all departments within the school; regular attendees include teachers from the English, Math, World Language, Performing Arts, and Special Education departments.</p> <p>ILT activities include the following: *Meetings every 1-2 weeks with a focus on improving teaching and learning school-wide and leading the staff in the professional learning cycle *Whole school learning activities during professional development days including: readings, discussion, modeling/use of protocols *Conducting whole school and ILT team learning walks to collect and analyze classroom-level data around our school focus, critical thinking</p>	2
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>Data analysis by all staff members in opening days of school year. Discussion of multiple data sets including EXPLORE, PLAN, and ACT data; grade point average and attendance data; teacher and student survey data from "My Voice, My School" survey.</p> <p>Data analysis by grade levels: 9th grade-NWEA/MAP testing used to monitor progress/skill development in reading and math in the Fall, Winter, and Spring 11th grade-Practice ACT testing in Fall and Winter</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Curriculum maps and common units of instruction are developed by curriculum teams in alignment with content area national standards, EPAS college readiness standards, and/or Common Core State Standards so that students meet the goals and learn the skills of the unit.</p> <p>Curriculum teams submit unit plans on a quarterly basis that include unit goals, outcomes, and standards; instructional activities, strategies, resources and materials used; unit assessment results and data analysis; accommodations and modifications made for special needs students; and alternate approaches to re-teach goals and skills not met by students.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Curriculum teams use common instructional materials that are aligned with standards including textbooks, supplemental texts, films, and technology programs.</p> <p>Instructional materials are aligned to support students across instructional levels and programs (regular, honors, double honors, and IB) as well as students with disabilities and varying language proficiency.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			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>School-wide assessment data is provided to staff when it becomes available; historical school-wide assessment data is accessible through IMPACT via CIM.</p> <p>Curriculum teams are asked to submit common assessment data on a quarterly basis via the Unit Plan Framework.</p> <p>Curriculum teams use a comprehensive set of assessments including diagnostic, formative, and summative to monitor student learning on a frequent basis.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<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>Learning objectives are well articulated in curriculum team maps and unit plans and are aligned with standards (National, College Readiness, and/or Common Core).</p> <p>A variety of questioning techniques are used by some teachers to promote student thinking and understanding. Sharing of strategies to build students' critical thinking skills is our school's instructional focus.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>A team approach is used for identifying and supporting students with diverse learning needs and ensuring appropriate modifications and accommodations are made through Individualized educational plans (IEPs) and 504 plans.</p> <p>A systemic approach is used to screen students and one on one support interventions are provided. This approach is particularly strong at the freshmen level.</p> <p>A variety of before and after school academic support is provided by teachers to individual students and small groups. Additionally, afterschool tutoring across all subject areas is provided four days a week and is open to all students.</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>A system for providing job embedded and highly collaborative professional development aligned to school goals is being piloted by the ILT and several course teams. Summer planning will center on deepening this process. The process is not yet school wide, and there are some parts missing, such as agreed upon strategies for deepening critical thinking and argumentation skills.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Some teams work well together, and the ILT is leading the implementation of collaboration cycles. Focus on team ownership of data and use of protocols in meetings can improve. Collaboration approach needs to be consistent school wide.</p>	
	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. 	<p>Again, a process is being implemented to make peer observation and focused coaching a regular and integral part of professional learning. 20 plus teachers are currently participating in the pilot. They will be able to lead the expansion of the work in the fall.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	College going culture is strong and new events have been added to improve the culture, such as a large spring college fair for juniors, but a comprehensive approach to making sure all graduates have access to a college that is a good fit is not there yet.	
	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. 	Interactions are generally good, but not all students have an advocate and responses to disrespectful behavior are seen as inconsistent by the staff.	
Behavior & Safety ----->			2	
	<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. 	Positive Behavioral Interventions and Supports (PBIS) is a strategic priority for next year. Several staff members have been to training, and more intensive training will take place during this summer.	

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	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. 	There are times during the year when clear information is provided, but a majority of families do not participate in the events. Syllabi are provided and grades are regularly updated, but comprehensive communication for all families can be improved.	
	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. 	Staff members communicate with families in a variety of ways and primarily in regard to behavior and/or academic concerns. In addition to report card pick-up, communication occurs through regular conferences, phone calls and emails.	
	Bonding ----->			2
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	We have occasional events where families feel engaged and we have an active Friends group, but more outreach to the community and more events other than the typical performances and sports events could take place.	

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 ----->			2
	<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. 	<p>This is another area that is being addressed in the new Continuous Improvement Work Plan (CIWP) and budget. Outreach to students who are struggling academically will be increased with more instruction on organization and study skills and an afterschool program that connects students with a peer mentor and college tutors.</p>	
	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. 	<p>Regular college visits and events take place throughout the year. A more comprehensive approach to planning and communication could take place.</p>	
Academic Planning ----->			3	
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Advanced Placement (AP) numbers are increasing and opportunities are being added. More students could have access. Less than 100% of students are taking AP and applying to college. Until 100% have applied and experienced some AP, we are falling short.</p>	
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. 	<p>Many students take part in a wide variety of extracurricular opportunities, with new ones being offered every year. About 50% of students participate. Therefore, more opportunities can be offered to involve students not currently taking part.</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	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. 	<p>Many students participate in Preliminary Scholastic Assessment Test (PSAT), but not all.</p>	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>Information is provided, but it could be provided earlier and more often. Plans for reaching students who are not applying to college can be developed.</p>	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Several college visits, fairs, and information nights are provided to help students learn about the transition to college. More information and outreach to families can be provided.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<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. 	More and larger outside resources can be identified, but many community organizations provide support for integral programs and discretionary funds are spent on teacher training as well as key operational needs.	
	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. 	Multi step process including classroom demonstration and participation of some members of the team for which the candidate is being hired.	
	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. 	Collaboration time is provided and being increased. Extra periods provided for arts and academic advancement.	

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

All of Lincoln Park High School's students will graduate college and career ready as a result of developing high level critical thinking skills and a strong ability to collaborate and cooperate with people from a wide variety of backgrounds.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Students will develop critical thinking skills by focusing on literacy, analysis, synthesis, and through the implementation of the Common Core State Standards (CCSS).	By focusing on critical thinking through literacy, analysis, and synthesis, the percent of students making ACT Educational Planning and Assessment System (EPAS) expected gains will increase each year by 10%. Students will also improve their overall college readiness skills, including critical thinking and academic discourse skills. Data supporting rationale comes from My Voice My School and data collection and analysis from whole school Instructional Round in October, 2011
2	Lincoln Park High School will implement a structured and individualized recovery plan for students who are not developing their critical thinking skills and academic habits proficiently.	Students must develop and use the skills and habits they need to be successful in high school and in preparation for college and career. When students fall behind in high school, it can be very difficult for them to catch up. Therefore, a way to quickly identify and provide support to students who are falling behind is needed to insure success for all students. Data from My Voice My School shows 30% of students feel they need more support when they are not initially successful. Number of students with a D or F in at least one class indicates need for more support structures.
3	Lincoln Park High School will implement a Positive Behavioral Interventions and Supports (PBIS) system using Tier 1, Tier 2, and Tier 3 interventions.	Teacher and student surveys (My Voice, My School) indicate a need to increase respectful, supportive, and challenging academic environment. Implementing a research based model (with training and support for teachers) will improve school climate in the areas of need and reduce barriers to strong academic performance such as absenteeism and misconducts leading to In-School Suspension (ISS) or Out-of-School Suspension (OSS)
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
Students will develop critical thinking skills by focusing on literacy, analysis, synthesis, and through the implementation of the Common Core State Standards (CCSS).	By focusing on critical thinking through literacy, analysis, and synthesis, the percent of students making ACT Educational Planning and Assessment System (EPAS) expected gains will increase each year by 10%. Students will also improve their overall college readiness skills, including critical thinking and academic discourse skills. Data supporting rationale comes from My Voice My School and data collection and analysis from whole school

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Align Curriculum Maps to Common Core State Standards (CCSS)	ILT/ Teacher Teams	All	Beth Brown	Summer 2012	Quarter 2		Begin this summer with LP summer institute. Continue in the Fall on extra before school institute day, and ongoing into the fall until completed
All instruction aligned to CCSS with a focus on critical thinking (CT) as defined by Lincoln Park (LP) Faculty.	Instruction	All	Beth Brown, Mike Boraz, Ken Duncan	Summer 2012	Summer 2013		Begin developing CCSS and CT aligned unit plans and lessons during summer institute. Continue with ongoing focus of curriculum team collaboration through 2012-2013 school year (SY).
In vertical and curriculum teams, identify CCSS that are highest priority based on their overlap with LP critical thinking definition	ILT/ Teacher Teams	All	Curriculum Team Leaders, Beth Brown, Mike Boraz, Ken Duncan	Quarter 1	Quarter 1		In curriculum teams and vertical teams that will meet 1x per month.
Develop assessments and performance tasks that will allow us to evaluate student progress toward CCSS and CT skills	ILT/ Teacher Teams	All	Curriculum Teams with support from Admin Team	Summer 2012	On-going		Support for assessment, and task development must be provided by Instructional Support Leaders (ISL) and teacher leaders who have strong experience with above tasks
Identify strategies that are most powerful for implementing CCSS	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		Instructional Leadership Team (ILT) will lead professional learning demonstrating powerful instructional practices that allow students to meet and exceed CCSS and critical thinking goals as measured by internal and external rubrics.
Provide ongoing support for deepening knowledge of CCSS	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		ILT will lead professional learning demonstrating powerful instructional practices that allow students to meet and exceed CCSS and critical thinking goals as measured by internal and external rubrics.



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
Lincoln Park High School will implement a structured and individualized recovery plan for students who are not developing their critical thinking skills and academic habits proficiently.	Students must develop and use the skills and habits they need to be successful in high school and in preparation for college and career. When students fall behind in high school, it can be very difficult for them to catch up. Therefore, a way to quickly identify and provide support to students who are falling behind is needed to insure success for all students. Data from My Voice My School shows 30% of students feel they need more support

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
6th class curriculum will focus on study skills, organizational skills, and a group study framework to help students stay on track in all classes	After School/ Extended Day	All	RTI Team	Summer 2012	Quarter 1		Curriculum will be developed over the summer. Training for teachers will take place during the institute days this fall.
Counselors will divide grade levels and monitor grade reports on a bi weekly basis, identifying all students who have under a 65% in a core class	Instruction	Other student group	Counselors and RTI Team	On-going			
Off track students will be matched with high performing upper classmen mentors. Mentors will meet with mentees during extra period or after school to work on organization, study habits, and work completion. Sessions supervised by recovery coordinators and paid tutors	After School/ Extended Day	Other student group	Recovery coordinators, paid tutors, student mentors	Quarter 1	On-going		
Train coordinators, paid tutors, and student mentors in group study framework, organization, and social capital development	After School/ Extended Day	Other student group	M. Boraz, recovery coordinators, training consultant	Summer 2012	On-going		
Counselors and recovery coordinators will monitor progress of students to determine who needs to be added and who has successfully gotten back on track	After School/ Extended Day	Other student group	M. Boraz, recovery coordinators,	On-going	On-going		



Strategic Priority 2

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
Lincoln Park High School will implement a Positive Behavioral Interventions and Supports (PBIS) system using Tier 1, Tier 2, and Tier 3 interventions.	Teacher and student surveys (My Voice, My School) indicate a need to increase respectful, supportive, and challenging academic environment. Implementing a research based model (with training and support for teachers) will improve school climate in the areas of need and reduce barriers to strong academic performance such as absenteeism and misconducts leading to In-School Suspension (ISS) or Out-of-School Suspension (OSS)

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Train teacher team, dean, and Assistant Principal on Tier 1 approach	Other	All	PBIS Team and Coordinator	Summer 2012	On-going		once training is completed and initial PBIS plan is implemented, monitoring will involve checking for consistent implementation of plan across school
Positive Behavioral Interventions and Supports (PBIS) team will study and present research on PBIS to faculty to demonstrate PBIS ability to improve school climate and student success	Other	All	PBIS Team and Coordinator	Quarter 1	Quarter 1		Data on success of PBIS will include increase in attendance percentage of all students and particularly Tier 2 and 3 students. Also reduction in misconducts and referrals for all students.
Faculty teams study data to determine focus for Lincoln Park	Other	All	full faculty	Quarter 1	Quarter 1		
Read case study of High School PBIS Implementation and present to faculty	Other	All	PBIS Team and Coordinator	Quarter 1	Quarter 1		
Train PBIS Team on Tier 2 interventions	Other	All	PBIS Team and Coordinator	Summer 2012	Quarter 1		
Design and implement Check in Check out including data tracking	Other	Other student group	PBIS Team and Check in Check out Coordinator	Summer 2012	Quarter 1		
Train team on implementing Tier 3 complex individualized PBIS	Other	Other student group	Washington, Boraz	Summer 2012	Quarter 1		
Train counselors on wrap around services planning. This includes indentifying community partners	Other	Other student group	Washington, Boraz, Danielle Kelly	Summer 2012	Quarter 1		

