



2012-2014 Continuous Improvement Work Plan

Edwin G Foreman High School
North-Northwest Side High School Network
3235 N LeClaire Ave Chicago, IL 60641
ISBE ID: 150162990250013
School ID: 609708
Oracle ID: 46131



Mission Statement

Our mission at Foreman High School is to prepare all of our students for post-secondary learning and/or entrance into the work force by focusing on the following key competencies: basic skills (reading, writing, mathematics), foundation skills (knowing how to learn), communication skills (listening and oral), applied skills (work-place and citizenship readiness), adaptability (creative thinking and problem solving), group effectiveness (interpersonal skills, negotiation, and teamwork), leadership (contributes as an effective team member and leader), personal management (self-esteem and motivation/goal setting), and attitude (postive orientation toward learning).

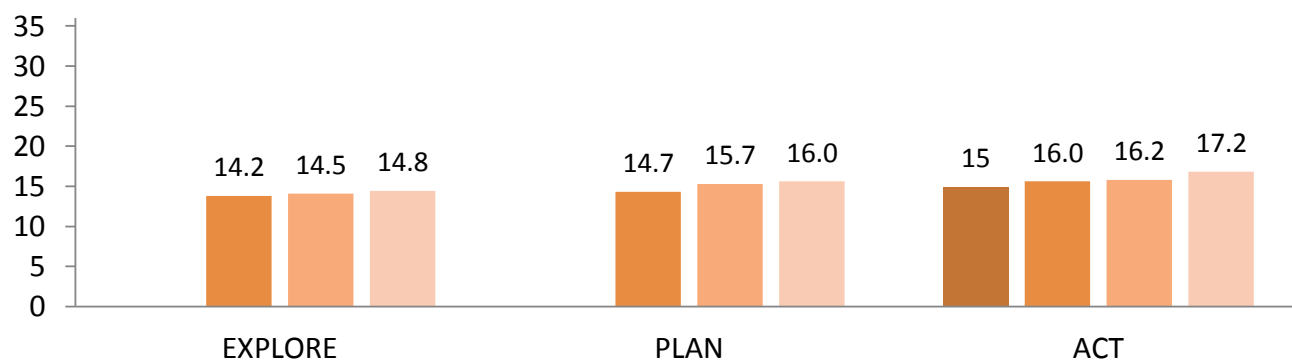
Strategic Priorities

1. Foreman will continue to implement all aspects of the Curriculum Framework Project in which curriculum and assessments are aligned to CRS and CCSS (Goal: 33% of 11th graders will score 20+ on the ACT composite)
2. Foreman will continue to use the SLC house structure to recommend and track student academic, attendance, and behavioral interventions under the RtI guidelines (Goal: 80% of 9th and 10th Graders will be on track to graduate)
3. All Foreman students will receive scaffolded post-secondary instruction and supports imbedded into the daily schedule of classes (Goal: 80% of Graduates will enroll in full or part-time post-secondary programs including two-year colleges, trade schools, certification programs, military programs, and four-year colleges)

School Performance Goals

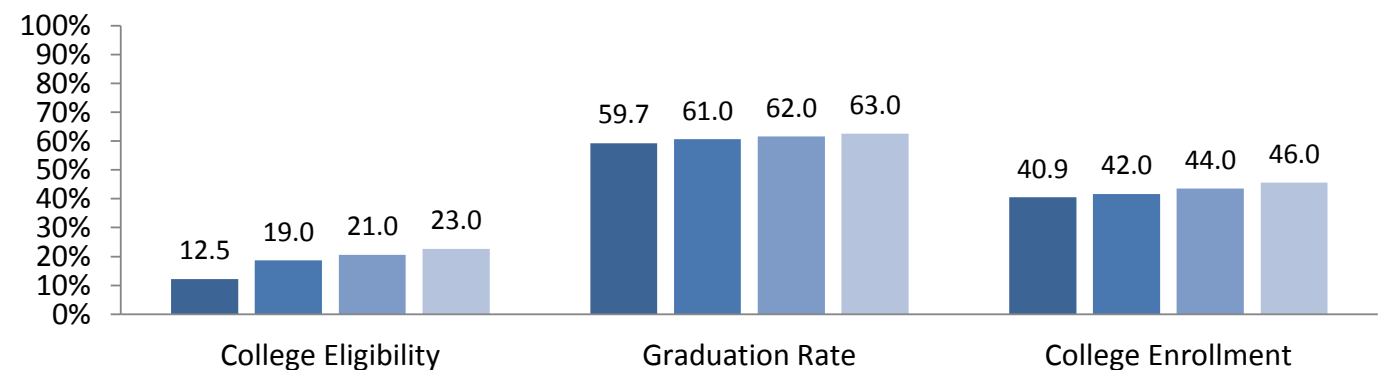
EPAS Goals

■ 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:	Edwin G Foreman 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
Daniel Zimmerman	Principal
Kornelia Overom	Assistant Principal
Deborah Alongi	Support Staff
Jenny Ackerman	Other
Catalina Luna	Parent/ Guardian
Lydia Maldonado	Counselor/Case Manager
Claire Newton	Special Education Faculty
Dennis Miller	Classroom Teacher
Susan Yates	Classroom Teacher
Linda Marton	Classroom Teacher
Peggy O'Connell	Classroom Teacher
David Castaneda	Community Member



High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		13.2	14.2	14.5	14.8	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	12.5	19.0	21.0	23.0
10th Grade - PLAN Average PLAN score		14.1	14.7	15.7	16.0	5-Year Graduation Rate % of students who have graduated within 5 years	59.7	61.0	62.0	63.0
11th Grade - ACT Average ACT score	15.3	14.1	16.0	16.2	17.2	College Enrollment % of graduates enrolled in college	40.9	42.0	44.0	46.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.5	1.5
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	84.3	87.0	87.0	87.0	Misconducts Rate of Misconducts (L4-6) per 100	10.3	8.0	8.0	8.0
Freshman On-Track % of Freshman Students on-track	75.6	77.0	77.0	77.0	Sophomore On-Track % of Sophomore students on track	67.4	68.0	69.0	70.0



High School Goal Setting

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

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
PSAE Reading % of students meeting or exceeding state standards	15.1	18.0	20.0	22.0		PSAE Reading % of students exceeding state standards	0.2	1.0	2.0	3.0
PSAE Mathematics % of students meeting or exceeding state standards	17.8	19.0	21.0	23.0		PSAE Mathematics % of students exceeding state standards	0.0	1.0	2.0	3.0
PSAE Science % of students meeting or exceeding state standards	8.9	10.0	12.0	14.0		PSAE Science % of students exceeding state standards	0.0	1.0	2.0	3.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<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>Through the Curriculum Framework Project all courses and assessments are aligned to CRS with three bands (Prep, Regular, and Honors), based on course-level formative data (bi-weekly), students are recommended for diagonal movement. Teachers are organized into course teams to design, implement, and reflect on student achievement using assessment data. Students are organized into SLC Houses to ensure that they are receiving appropriate academic and behavioral interventions using assessment and anecdotal data. Preliminary ACT composite scores improved from 14.9 in SY11 to 16.46 in SY 12 with significant gains in English and Math.</p>	
	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>Implementation of Common Core and alignment of courses to Advanced Placement capstone courses are two professional learning goals aimed at increasing rigor and college/career readiness. Principal communicates expectations and vision clearly to staff through the professional learning system (PD, small groups, and ILT) and is working on accountability within the new REACH teacher evaluation system. Principal communicates with all stakeholders, including community members and families, but community and parent participation is still low. All Foreman initiatives support academic and behavioral RtI by providing universal supports as well as Tier 2 and 3 interventions.</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
Teacher Leadership ----->			2
<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>The majority of teachers participate in leadership roles on the ILT, the PARR (PBIS) team, the Rtl team, SLC house teams, course teams, data team, union representative teams (PPC, PPLC), LSC, and advisory team. Principal is moving toward ALL teachers having a designated role in school leadership. Teacher leaders are improving in their holding one another accountable for shared decision making.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)			3
<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>The ILT is comprised of members from each department, including deans of attendance, Rtl, SLCs, and discipline. The ILT members, in conjunction with the data team, review progress towards school goals, and ILT is moving toward engaging full faculty in decision making. The ILT regularly reflects on process and product and is actively engaging in improving practice. All teams are coordinated using the Foreman strategic plan as guidance. Each goal on the strategic plan has data collection and analysis that is used for progress monitoring and adjustment of programs. The data team and ILT review all school-level data at the end of each semester, recommend adjustments to the school's strategic plan, and indicate progress toward commonly established goals. In SY13, the ILT and PBIS team will join to become our Foreman Leadership Team with alternating biweekly meetings and one common monthly meeting. The kick-off is a 1-day strategic planning retreat on 6-20-12.</p>	
Monitoring and adjusting			3
<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 is actively collected and analyzed at all levels: classroom, course team, and school-wide. Teacher teams are improving in their analysis of course level data to improve instruction. ILT and data team regularly review data to improve instruction and support the school's theory of action (CFP and AP alignment). DataLink software is available to all course teams for analysis of bi-weekly formative data. EPAS data is used to program students into the appropriate level of courses (prep, regular, honors/pre-AP)</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 2: Core Instruction	Curriculum ----->			3
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Each course team (both core and non-core) has a year-long scope and sequence that will be reviewed and revised for Common Core alignment. Teachers within course teams use shared assessments, unit plans, and resources that are aligned to the three CFP levels -- prep, regular, and honors. Teachers are working on vertical alignment to capstone AP courses in all content areas. Academic adjustments and interventions provide the necessary support for SWDs and ELLs. 100% of courses have completed curriculum maps in Rubicon Atlas. Grade level course maps are created to allow for interdisciplinary connections. Teachers are receiving training on backward design of units using CCSS.</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>Each course team has identified and/or developed instructional materials/resources to support the three CFP bands -- prep, regular, and honors. Additional revisions and modifications to instructional materials and resources will occur with the review of Common Core and AP alignment. Reading intervention courses provide additional supports using Wilson, Rewards, and Achieve 3000.</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>				

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>All course teams have designed and implemented CRS-aligned assessments as part of CFP; assessments include review skills, focus skills, and stretch skills (making them fairly complete reflections of student learning). Student data is collected and analyzed at the course level. All assessments will be reviewed within the context of Common Core implementation and AP alignment. School-wide data is reviewed and analyzed by the ILT and data team. End of unit assessments will be aligned to Common Core and will approximate PARCC expectations. Grade 9 and 10 math and English teams have participated in district-wide CCSS Early Adoption and will lead the initiative at Foreman.</p>	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction ----->			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>While all unit and lesson plans are designed with the CRS framework, individual teacher instruction varies widely. Not all teachers clearly communicate objectives to students, and most teachers do not provide students with opportunities to respond to higher order thinking questions. Most instruction is still given to the whole group with the teacher taking the central role. From instructional round data, student engagement is high, but students are unclear about lesson purpose and connection to other learning. Improvements, however, have been shown from fall to spring, and students are indicating high levels of rigor and support in the classroom. Preliminary ACT composite scores are showing gains in English and math, in particular.</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
	----->			3
	Intervention			
	<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>The school has a highly developed system for screening students and identifying academic and behavioral interventions. Course teams review student academic progress using shared assessments and create classroom interventions to meet student academic needs. SLC house teams meet weekly using student data to identify particular students in need of academic and behavioral interventions. Names of students are communicated to attendance dean, counselors, and administrators for follow up. Progress monitoring, however, is inconsistent, as is the feedback loop to SLC house teams to communicate student progress. In SY13, students will have opportunity for intervention during the school day; reading interventions include Wilson, Rewards, and Achieve 3000; math interventions include Carnegie.</p>	
	----->			3
	Whole staff professional development			
Professional Learning	<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>Whole staff professional development occurs regularly and is tightly aligned to school's priorities. The year-long plan, however, has continued to alter as new initiatives are introduced at the state and district level (i.e. Common Core, REACH, Full School Day). School-wide accountability structures are still developing and do not yet ensure that all teacher are implementing shared practices. SY13 PD will align to CCSS, CRS/CFP, AP vertical alignment, and REACH Students. Continued instructional rounds will continue to develop peer-to-peer accountability, while use of Danielson will provide accountability and feedback around rigor and alignment.</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 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers collaborate weekly in course teams to analyze CFP formative assessment data and to plan instruction; SPED teachers are aligned with appropriate course teams. In SY13, course teams will meet twice weekly. SLC Houses meet weekly to review particular student academic and behavioral progress using House-specific data. Teams are inclusive of gen ed, spec ed, and bilingual teachers. Not all teams have protocols or processes in place for team collaboration. Course teams design and implement common unit plans, assessments, and end of unit tasks. Minutes for all meetings (including attendance rosters) are submitted to the main office and reviewed by administration. If teachers work outside the school day, they also complete timesheets to be compensated. Meeting protocols are not consistent from team to team.</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>Coaching is in place for instruction through department chairs and course team leads. School is beginning to develop instructional round system for general reflection on whole school instruction. Some coaching is available for classroom management. Some mentoring is available for new teachers. Teachers will be asked to develop their own learning goals in conjunction with school-wide initiatives around writing across the curriculum, alignment to Common Core, and vertical scaffolding to AP capstone courses. REACH Students will allow for additional instructional coaching opportunities based on individual teacher goal setting. New teachers have mentors who act as instructional coaches.</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 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Most staff members reinforce expectations for all students to aspire to college and career ready standards. However, instruction is generally at the "rescue" level and does not yet challenge students to achieve college readiness in all classes. Instructional Rounds data shows high student engagement with opportunities for enhanced rigor and connectedness. Foreman was rated "weak" in ambitious instruction on the 2012 My Voice, My School survey.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Most students have adult advocates who know their stories and support them in achieving goals. Most interactions between adult and student are fair and respectful, with a few exceptions. Students with disabilities and ELLs are included in all aspects of physical and social integration. Foreman students rated the school "average" in student-teacher trust (63% approval).</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school has a common, consistent school-wide approach to student discipline and positive behavioral systems. Positive behavior is regularly celebrated. Staff establishes and maintains a safe, welcoming school environment. Foreman's PBIS has been in place for 6 years; YTD arrests are down by half (52 in SY11 to 26 in SY12); 4, 5, 6 student misconducts are also down YTD.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Principal provides regular and clear communication to community and family members, but community and family participation in school activities and decision making is low. Teachers provide clear information to families on student expectations and progress. Each grade level has an identified, articulated, and communicated set of expectations for all students, including both behavioral and academic elements. LSC Principal evaluation gave principal highest marks in family, community, and teacher communication (monthly newsletter, PAC and LSC meetings).	
	Ongoing communication ----->			3
	<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. 	Communication to families is provided during summer orientation, open houses, FAFSA nights, monthly PAC meetings, report card pick up days, and in cases of behavioral and academic concern. Parent participation in My Voice, My School survey more than doubled from SY11 to SY12; over 1400 parents were present for report card pick up days.	
	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. 	The school provides opportunities for students to engage in activities within the school community, including sports, clubs, After School Matters, tutoring, student performances and talent shows, monthly showcases, and academic events. School struggles to get parent and community involvement.	

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 ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	School provides required services to students within school hours. Staff conducts some outreach to families in need of specialized support by utilizing home visits and social service agencies. New Life, New Solutions makes home visits in cases of extreme absence. After school legal workshops, FAFSA workshops, ESL classes, and access to bus cards are provided after school hours.	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	School is adopting a scaffolded 4-year advisory curriculum (Umoja) that has clear and consistent college and career readiness exploration and information strands. All courses are aligned to college readiness standards. Post secondary computer lab hosts grade level college prep workshops. Junior level ACT prep course	
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. 	All students receive support in post-secondary planning through advisory and individual learning plans facilitated by the counseling staff in the post secondary lab. AP enrollement is highly supported and encouraged. Quarterly grade and transcript reviews are conducted in advisory along with individual student goal setting activities. 40.9% of students enroll in college; 16% of graduates have no clear plan beyond working.	
Enrichment & Extracurricular Engagement ----->			3	
	<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership (JROTC), nurture talents and interests, and increase engagement with the whole school community. In SY13, school day enrichment	

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
	<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>All students participate in multiple college and career assessments including EPAS, career interest inventories, and course-level college and career assessments. All juniors are in ACT preparatory class with post secondary focus. All students set personal goals for college and career in advisory.</p>	
	College & Career Admissions and Affordability ----->			4
	<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>The school provides a college and career course to all 11th grade students. Seniors are encouraged to take senior seminar . All student contracts for all grade levels include college and career elements (from resumes to applications to FAFSA). 236 of 390 seniors completed and submitted FAFSA (61%) with 31% of seniors who are ineligible for FAFSA completing scholarship packets.</p>	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>The school is expanding our dual credit/enrollment opportunities as well as programs with ASM, Gallery 37, Police and Fire Training, CTE, JROTC, and Advanced Placement. Students are generally, however, the first in their families to go to college and need additional support in transitioning from HS to college. Freshman house provides transition from grade 8 and is housed in a separate wing; grade 10-12 houses provide additional transition supports. FOT is 75.6% and SOT is 67.4%. 5-year grad rate is 59.7%.</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 ----->			4
	<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. 	School allocates discretionary spending to align with identified school goals including CFP, SLC houses, tutoring, Rtl, and college and career preparation. School identifies and pursues opportunities for outside funding and community partnerships, including athletics, ESL classes for adult learners, and other community participation. AP and PBIS training for teachers is prioritized. All course materials are aligned to CRS and CCSS.	
	Building a Team ----->			4
	<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. 	Hiring is conducted after assessing enrollment projections, student need, staff capacity, and scheduling priorities. School maintains a pool of candidates through professional relationships, internships, and part-time work. A multistep interview process includes participation of administrator and department chair, includes opportunity to model a classroom lesson, and requires candidates to communicate philosophy and commitment.	
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. 	With Full School Day, school is able to offer additional intervention and enrichment to meet all student needs within the school day. Credit recovery is moving exclusively to summer and evening school, both programs are expanding. Additional tutoring is provided after school in all content areas. Teachers are programmed into common course planning time (twice weekly), small group meetings are held weekly for PD/information, SLC house meetings are held weekly, and department meeting time is provided at least once per month.	

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

Our mission at Foreman High School is to prepare all of our students for post-secondary learning and/or entrance into the work force by focusing on the following key competencies: basic skills (reading, writing, mathematics), foundation skills (knowing how to learn), communication skills (listening and oral), applied skills (work-place and citizenship readiness), adaptability (creative thinking and problem solving), group effectiveness (interpersonal skills, negotiation, and teamwork), leadership (contributes as an effective team member and leader), personal management (self-esteem and motivation/goal setting), and attitude (positive orientation toward learning).

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Foreman will continue to implement all aspects of the Curriculum Framework Project in which curriculum and assessments are aligned to CRS and CCSS (Goal: 33% of 11th graders will score 20+ on the ACT composite)	EPAS growth data and CFP Formative Assessment Data indicate that students need aligned curriculum, assessment, and instruction in order to adequately demonstrate college/career readiness
2	Foreman will continue to use the SLC house structure to recommend and track student academic, attendance, and behavioral interventions under the Rtl guidelines (Goal: 80% of 9th and 10th Graders will be on track to graduate)	D/F Reports, student contracts, and transcript evaluations indicate that our younger students must be on track toward graduation in order to be college/career ready within 5 years
3	All Foreman students will receive scaffolded post-secondary instruction and supports imbedded into the daily schedule of classes (Goal: 80% of Graduates will enroll in full or part-time post-secondary programs including two-year colleges, trade schools, certification programs, military programs, and four-year colleges)	FAFSA/scholarship completion, college acceptance and enrollment figures, and senior exit questionnaire results indicate that our students need to take advantage of post-secondary opportunities in order to be successful and responsible citizens.
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
Foreman will continue to implement all aspects of the Curriculum Framework Project in which curriculum and assessments are aligned to CRS and CCSS (Goal: 33% of 11th graders will score 20+ on the ACT composite)	EPAS growth data and CFP Formative Assessment Data indicate that students need aligned curriculum, assessment, and instruction in order to adequately demonstrate college/career readiness

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Electronic curriculum mapping of all courses with alignment to CRS and CCSS	ILT/ Teacher Teams	All	TCTs	Summer 2012	Quarter 3	On-Track	Renewing Rubicon Atlas for 2012-2013
Utilize common bi-weekly benchmark assessments (CFP) to ensure effective mapping, monitor student performance, and adjust instructional strategies	ILT/ Teacher Teams	All	TCTs	Quarter 1	Quarter 4	On-Track	Existing assessments will be reviewed for CCSS alignment in 2012-2013
Implement ACT prep/post-secondary course for all juniors	Instruction	Other student group	TCTs	Quarter 1	Quarter 4	On-Track	Students rotate through 1 quarter each of math, English/reading, and science followed by 1 quarter of post-secondary work
Monitor EPAS data for all students, including individual student goal setting	Instruction	All	ILT/Data Team	Quarter 2	Quarter 4	On-Track	In 2012-2013, Advisory will use EPAS data in goal setting activities with all students
Use EPAS data to identify students who are below, at, and above PSAE expected standards (CFP bands)	Instruction	All	Scheduler	Summer 2012	Summer 2012	On-Track	The three levels are prep, regular, and honors; diagonal movement between CFP bands occurs throughout the academic year
Use EPAS data to identify students who are significantly below PSAE expected standards and provide targeted interventions (Rtl)	Instruction and Materials	Other student group	ILT/House Teams	Summer 2012	Summer 2012	On-Track	House teams meet weekly to review student academic and behavioral progress and make recommendations for intervention
Design and identify common instructional materials and tasks for each band within a course	Instructional Materials	All	TCTs	Summer 2012	Quarter 3	On-Track	In 2012-2013, materials will be reviewed using Common Core
Review vertical alignment of courses using AP capstone courses for backward design	instruction	All	Department	Summer 2012	Year 2	Behind	AP teachers have received training; department will begin reviewing vertical alignment on June 14, 2012
Implement writing across content areas	Instruction	All	TCTs	Quarter 1	Year 2	Behind	Need accountability piece to be imbedded in local criteria
Cultivate teacher strengths and address teacher professional capacity in identified areas of need	Instruction	All	Teachers	Summer 2012	On-going	On-Track	Teachers will be receiving training on the REACH evaluation system and will complete individual goal setting during summer 2012



Strategic Priority 1

Local professional development calendar includes CFP assessment design, backward mapping from AP, implementation of Common Core, and review of CRS skills	Professional Development	All	Teachers	Summer 2012	Year 2	On-Track	Summer 2012 will begin this PD sequence
Student academic success is regularly communicated and celebrated	Other	All	ILT/SLC	Quarter 1	On-going	On-Track	House student of the month, annual academic spirit week, the rev up to the ACT, senior recognition events, and rising ceremonies
SES Saturday program in place for additional ACT preparation support	After School/ Extended Day	Other student group	SES coordinator	Quarter 2	On-going	On-Track	Using Cambridge for 2012-2013
ACCESS tests are administered annually and scores for all ELL students will be used to appropriately place students in courses and determine PSAE accommodations eligibility	Instruction	English Language Learners	Bilingual Lead Teacher	Quarter 3	On-going	On-Track	Additional teachers have been identified and recommended to achieve ESL endorsements in order to assist in the administration of ACCESS
Reading support courses are implemented for students significantly below grade level in reading	Instructional Materials	Students With Disabilities	Case Manager and SPED Chair	Quarter 1	Quarter 4	On-Track	All freshmen receive individual fluency assessments for placement in reading intervention programs
ACT practice materials are purchased for all ACT prep classes and junior level courses	Instructional Materials	All	ACT Prep Lead	Summer 2012	Summer 2012	On-Track	This course is required of all juniors and links classroom content to ACT exam and post secondary goal setting
All IEPs are aligned with CRS skills, which are continually evaluated on bi-weekly formative assessments	Instructional Materials	Students With Disabilities	Case Manager and SPED Chair	Summer 2012	Quarter 4	On-Track	SPED teachers have received extensive training on incorporation of CRS in IEP goal setting

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
Foreman will continue to use the SLC house structure to recommend and track student academic, attendance, and behavioral interventions under the RtI guidelines (Goal: 80% of 9th and 10th Graders will be on track to graduate)	D/F Reports, student contracts, and transcript evaluations indicate that our younger students must be on track toward graduation in order to be college/career ready within 5 years

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Freshman Academy established in the mobiles with three Freshman Houses for transition to HS support and bridging	ILT/ Teacher Teams	Other student group	Grade 9 House Teams	Summer 2012	Summer 2012	On-track	Most freshman classes are scheduled for the mobiles to ease transition to large school setting; grade 9 teachers are identified to best fit freshman needs
SLC houses (3 per grade level) review student academic and behavioral progress and make recommendations for celebration and intervention	ILT/ Teacher Teams	All	House Teams	Quarter 1	Quarter 4	On-track	Data is provided weekly for House teams to review; recommendations for intervention are recorded in intervention log
Promote skills-based grading policy that focuses on acquisition of skills	ILT/ Teacher Teams	All	Departments	Summer 2012	Year 2	On-track	Core departments have created common policies and grading scales
Implement a Save the Grade program for 9th graders during winter and spring break that focuses on skill acquisition	ILT/ Teacher Teams	Other student group	Grade 9 Core Teams	Quarter 2	Quarter 4	On-track	Review before and after data for on-track
Establish articulation team for feeder school outreach and communication	Other	Other student group	Articulation Team	Quarter 1	Quarter 1	On-track	Established relationship with feeder schools for early outreach, communication, and fluency assessment
Provide training and opportunity for parents to track student grades and attendance using Parent Portal	Parental Involvement	All	PARR Team	Quarter 1	Quarter 4	On-track	Parent resource room (with computer and telephone access) is scheduled to open spring 2012
Freshman orientation program scheduled for mid-August	Parental Involvement	Other student group	SLC Houses	Summer 2012	Summer 2012	On-track	Orientation is full-day and provides opportunity to tour school, meet teachers, register and enroll, review schedule, and meet other Foreman students
Adopt, refine, and implement a grade level-specific advisory in partnership with Umoja	ILT/ Teacher Teams	All	Advisory Team	Summer 2012	Quarter 4	On-track	Advisory will include social-emotional, behavioral, character development, and academic supports
Adopt and implement Achieve 3000 reading supports for all grade 9 and 10 students	Equipment/ Technology	all	RtI team	Quarter 1	Quarter 4	On-track	Achieve 3000 offers diagnostic reading assessment and leveled readings; it can also be accessed from home



Strategic Priority 2

Coordinated behavioral interventions and groups are implemented for identified students by providing data to House Teams for recommendations	Other	Other student group	Rtl team	Summer 2012	Quarter 4	Behind	Culture of Calm funding is limited to programs but not the CoC coordinator
After-school tutoring is in place for all core classes	After School/ Extended Day	Other student group	SLC Teams	Quarter 1	Quarter 4	On-track	SLC houses recommend students for after-school tutoring supports
On-going partnerships with outside support organizations: DEY, ASM, Upward Bound, Gear Up, Gallery 37, Police and Fire Academy, SES	After School/ Extended Day	Other student group	Counseling Team	Summer 2012	Quarter 4	On-track	Partnerships anticipated to continue through 2012-2013
Student academic success is regularly communicated and celebrated	Other	All	ILT/SLC	Quarter 1	Quarter 4	On-Track	House student of the month, annual academic spirit week, the rev up to the ACT, senior recognition events, and rising ceremonies
Loop student services such as advisory and mentorships	ILT/ Teacher Teams	All	Counseling Team	Year 2	Year 2	On-track	Advisory teachers and counselors will be assigned to work with same students for 4 years
Maintain and communicate accurate progress data to students and parents	Parental Involvement	All	House and Data Teams	Quarter 1	Quarter 4	On-track	Students receive frequent updates on progress, including attendance rates, grades, and EPAS goal setting
Expand offerings for Virtual, Night, and Summer School for credit recovery	After School/ Extended Day	Other student group	Credit Recovery Team	Summer 2012	Summer 2013	On-track	We will expand night school offerings in 2012-2013
Provide special reading support programs for lowest readers: Wilson and Rewards	Instruction	Students With Disabilities	SPED and Rtl Teams	Quarter 1	Quarter 4	On-track	Expand supports utilizing intervention period in FSD
Refine the school PBIS, PARR, which provides clear, consistent, and well communicated behavioral expectations for all students	Other	All	PARR Team	Summer 2012	On-going	On-track	Continue to refine and imbed PARR into advisory
ELL students receive specialized support in ESL advisory to assist in keeping students on track	Staffing	English Language Learners	Bilingual Lead Teacher	Quarter 1	Quarter 4	On-track	ELL students review grades, GPA calculation, graduation requirements, and other on track metrics
IEPs include all metrics related to on track and are annually revised with student, parent, and teacher approval	Staffing	Students With Disabilities	Case manager and SPED chair	Summer 2012	On-going	On-track	SPED teachers write IEPs with on track metrics in mind and continually collect data

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
All Foreman students will receive scaffolded post-secondary instruction and supports imbedded into the daily schedule of classes (Goal: 80% of Graduates will enroll in full or part-time post-secondary programs including two-year colleges, trade schools, certification programs, military programs, and four-year colleges)	FAFSA/scholarship completion, college acceptance and enrollment figures, and senior exit questionnaire results indicate that our students need to take advantage of post-secondary opportunities in order to be successful and responsible citizens.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All students in grades 9-12 and their parents/guardians sign an on-track contract that includes academic, behavioral, and attendance expectations	Parental Involvement	All	Counseling Team	Quarter 1	Quarter 1	On-Track	Contracts will be revised for 2012-2013, and advisory teachers will take lead role in communication and collection
Sustain system for bi-annual review of academic progress with transcript evaluation	Instruction	All	Advisory Team	Quarter 2	Quarter 4	On-Track	Advisory teachers will receive training on transcript review and analysis
Track college matriculation progress for seniors	Instruction	Other student group	Counseling Team	Quarter 2	Quarter 4	On-Track	What's Next Illinois will be utilized to track individual learning plans, college applications, resumes, personal statements, and FAFSA/scholarships applications
Develop alternative FAFSA completion plan for undocumented students	Parental Involvement	English Language Learners	Bilingual and Counseling Teams	Summer 2012	On-going	On-Track	Identify specific scholarship opportunities for undocumented students
Implement college essay writing workshops for seniors	Instruction	All	Counseling Team	Quarter 2	Quarter 4	On-Track	Utilize English IV, AP Language, and Senior Seminar to support college essay writing
Provide individual EPAS data scorecards for each student with current assessment results and goal setting	Instruction	All	Advisory and Data Teams	Quarter 1	Quarter 4	On-Track	Utilize advisory to review EPAS results and set goals
Provide opportunities for college exploration and visitation	After School/Extended Day	All	Counseling Team	Quarter 1	Quarter 4	On-Track	Partnership with Gear Up and Post-Secondary Coach
Provide dual credit and dual enrollment opportunities for honors students in partnership with Wright and Truman College	After School/Extended Day	Other student group	Math and English Teams	Summer 2012	On-going	On-Track	Expand program to include more students earlier
College Readiness activities for parents	Parental Involvement	All	Counseling Team	Quarter 2	Quarter 4	On-Track	FAFSA, Application, and Information Sessions for parents
Provide AP opportunities for students in all content areas	Instruction	All	Department Teams	On-going	On-going	On-Track	Need to work on AP vertical alignment to better prepare students for success on AP exams



Strategic Priority 3

Enhance and promote extracurricular opportunities for all students	After School/ Extended Day	All	Athletics and Club sponsors	On-going	On-going	On-Track	Determine gaps in offerings in the 2012-2013 school year
Implement transition supports which utilize the wide array of school and district-wide strategies, programs and policies that support youth	Other	All	Counseling Team	Summer 2012	On-going	On-Track	Freshman Orientation, Articulation Out-reach, High School Investigation day, transition counselor over summer
Establish and maintain student focus groups for feedback	LSC/ PAC/ PTA	All	Various	Quarter 1	Quarter 4	On-Track	Students provide feedback through surveys and focus groups; need to establish and support full student council for grades 9-12 (grade 12 only now)
ELL students are given opportunity to complete FAFSA and/or scholarship packets (that do not require documentation)	Instructional Materials	English Language Learners	Counseling Team	Quarter 2	Quarter 4	On-Track	Internal tracking of FAFSA and scholarship completion is more than 90%
100% SPED students participate in college and career planning and exploration in post secondary lab, including opportunities for placement into special post secondary programs (such as Wright College)	Instruction	Students With Disabilities	Counseling Team	Quarter 1	Quarter 4	On-Track	Self-contained classes receive modified post secondary lessons that include special scholarship opportunities

