# CIWP

**2012-2014 Continuous Improvement Work Plan**

## Stephen T Mather High School

North-Northwest Side High School Network

5835 N Lincoln Ave Chicago, IL 60659

ISBE ID: 150162990250030

School ID: 609724

Oracle ID: 46241

CHICAGO PUBLIC SCHOOLS | CPS

## Mission Statement

Mather High School commits to involving school personnel, students, parents and members of the wider community as partners in an ongoing process of reading improvement. We will construct an environment of excellence, responsibility and diversity which foster intellectual, social, and technological skills, accomplished through professional development, structured learning experience and parental support.
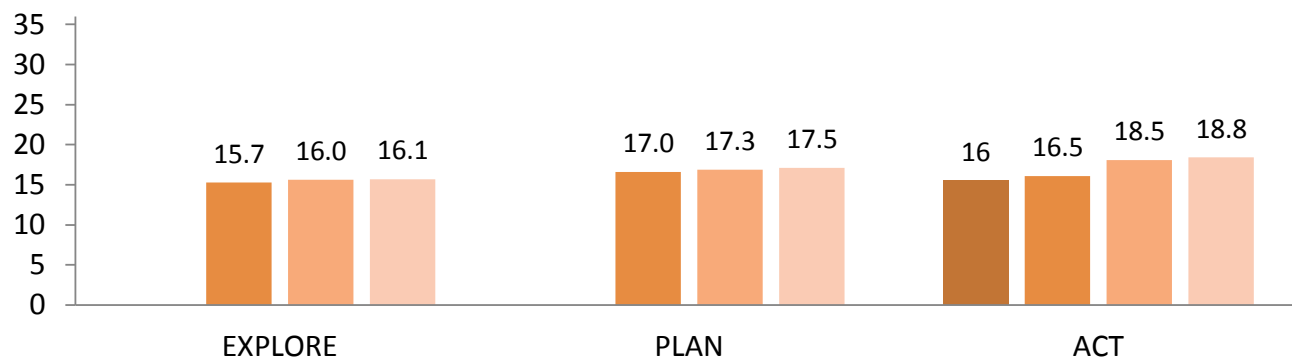
## Strategic Priorities

1. Increase rigor in all subject area curricula to ensure that students are college and career ready in alignment with the CCSS.

2. Implement the REACH student's framework for teaching through planning, preparation, and instruction

3. Continue to build on the Small Learning Community model to address improving school climate and moving toward a more college and career culture with an emphasis on maintaining a supportive environment for student learning
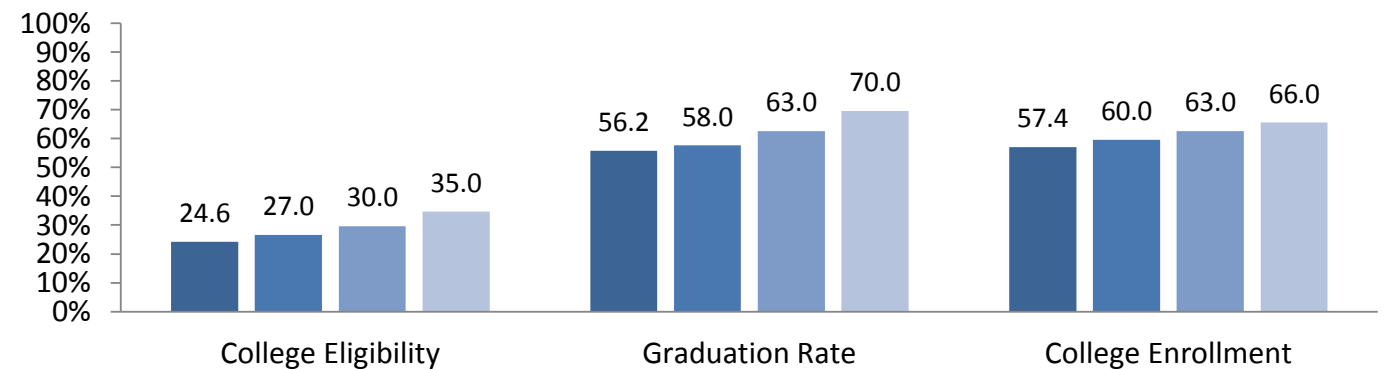
## School Performance Goals

### EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

| | EXPLORE | PLAN | ACT |
|---|---|---|---|
| SY 2011 | | | 16 |
| SY2012 | 15.7 | 17.0 | 16.5 |
| SY2013 | 16.0 | 17.3 | 18.5 |
| SY2014 | 16.1 | 17.5 | 18.8 |

### 12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

| | College Eligibility | Graduation Rate | College Enrollment |
|---|---|---|---|
| SY2011 | 24.6 | 56.2 | 57.4 |
| SY2012 | 27.0 | 58.0 | 60.0 |
| SY2013 | 30.0 | 63.0 | 63.0 |
| SY2014 | 35.0 | 70.0 | 66.0 |

# Continuous Improvement Work Plan
## 2012 - 2014

## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

## School Name

| To get started, please select your school's name from the drop down list: | Stephen T Mather 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 |
|---|---|
| Chris Jones | Principal |
| Allen Jones | Assistant Principal |
| Diane Munoz | Classroom Teacher |
| Henry Rahana | Classroom Teacher |
| Lynne Barrera | Classroom Teacher |
| Brenda Remess | Assessment/Data Faculty |
| Charmaine Danguilan | Classroom Teacher |
| Michael Zeimet | Special Education Faculty |
| Elena Indman | ELL Teacher |
| Karen Rojek | Counselor/Case Manager |
| Mel Zeri | Community Member |
| Richard Leyba | LSC Member |

# CIWP

**2012-2014 Continuous Improvement Work Plan**

**Stephen T Mather High School**

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## High School Goal Setting

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

## Academic Achievement

| EPAS - 9th, 10th, and 11th Grades | Spring SY2011 Score | Fall SY2012 Score | Spring SY2012 Goal | Spring SY2013 Goal | Spring SY2014 Goal |
|---|---|---|---|---|---|
| **9th Grade - EXPLORE** Average EXPLORE score | | 14.1 | 15.7 | 16.0 | 16.1 |
| **10th Grade - PLAN** Average PLAN score | | 15.4 | 17.0 | 17.3 | 17.5 |
| **11th Grade - ACT** Average ACT score | 15.9 | 14.8 | 16.5 | 18.5 | 18.8 |

| 12th Grade & Graduates | SY2011 Score | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|
| **College Eligibility** % of graduates eligible for a selective four-year college (GPA & ACT) | 24.6 | 27.0 | 30.0 | 35.0 |
| **5-Year Graduation Rate** % of students who have graduated within 5 years | 56.2 | 58.0 | 63.0 | 70.0 |
| **College Enrollment** % of graduates enrolled in college | 57.4 | 60.0 | 63.0 | 66.0 |

| EPAS Growth | SY2013 Goal | SY2014 Goal |
|---|---|---|
| **EXPLORE to PLAN** Average growth from Spring EXPLORE to Spring PLAN | 1.6 | 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 |
|---|---|---|---|---|
| **Attendance Rate** Average daily attendance rate | 87.6 | 90.0 | 90.1 | 90.1 |
| **Freshman On-Track** % of Freshman Students on-track | 59.0 | 60.5 | 62.0 | 63.5 |

| | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal |
|---|---|---|---|---|
| **Misconducts** Rate of Misconducts (L4-6) per 100 | 7.6 | 7.0 | 6.0 | 5.0 |
| **Sophomore On-Track** % of Sophomore students on track | 58.2 | 59.7 | 61.2 | 63.7 |

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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 | 20.7 | 21.7 | 22.7 | 23.7 | **PSAE Reading** % of students exceeding state standards | 1.0 | 1.5 | 2.0 | 2.5 |
| **PSAE Mathematics** % of students meeting or exceeding state standards | 22.0 | 22.5 | 23.7 | 24.3 | **PSAE Mathematics** % of students exceeding state standards | 0.5 | 1.0 | 1.5 | 2.0 |
| **PSAE Science** % of students meeting or exceeding state standards | 15.5 | 16.0 | 16.6 | 17.8 | **PSAE Science** % of students exceeding state standards | 0.8 | 1.3 | 1.8 | 2.3 |

# School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 1:Leadership** | **Goals and theory of action** | ------------------------------------------------------------------------------------> | | **2** |
| | • The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.<br>• The school has a plan but may have too many competing priorities. | • The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels.<br>• 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. | Our school has established targets based on EPAS data. The targets aim to make small gains based on teaching and learning. Based on the minimal gains apparent on current EPAS data, our theory of action will be a school wide focus on literacy and continuous exposure to a more rigorous curriculum.  We are in the process of performing instructional rounds that focus on observations of teacher practice with a specific emphasis on encouraging staff to employ higher levels of questioning based on Bloom's Taxonomy. | |
| | **Principal Leadership** | ------------------------------------------------------------------------------------> | | **2** |
| | • 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.<br>• Principal monitors instructional practice for teacher evaluations.<br>• School-wide or class specific vision is not consistently focused on college and career readiness..<br>• Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. | • Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership<br>• Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.<br>• 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.<br>• Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. | Professional learning has been built based on whole staff surveys. A needs assessment was conducted by the ILT to see what was needed to move forward on our plans for implementing a school wide literacy techniques and improved unit plan designs. Teacher team meetings follow specific agendas and provide for curriculum alignment. Teachers have been offered opportunities and funding to attend content knowledge professional development. Teachers' instructional practices are monitored through formal evaluations, walkthroughs, instructional rounds, and review of unit plans.<br> At the start of the year a parent meeting was held to disseminate school performance information, learning goals and a calendar of opportunities for involvement. There exists a system of communication through newsletters, updated website, monthly parent meetings, and quarterly parent night activities which focus on the school goal of literacy. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Teacher Leadership* | -----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------> | | **2** |
| • A core group of teachers performs nearly all leadership duties in the school.<br>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.<br>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):<br>-ILT membership<br>-Grade/Course team lead<br>- RtI team<br>-Committee chair or membership<br>-Mentor teacher<br>-Curriculum team<br>-Coach<br>-Family liaison<br>-Data team<br>-Bilingual lead<br>-SIPAAA/CWIP team<br>-Union representative<br>-Grant writer<br>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings<br>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | There is a strong presence of teacher leadership this year with the implementation of Small Learning Communities.  Every teacher is involved with a community (house), within which they have equity of voice and shared decision making opportunities. Evidence is found in the following groups: ILT, TCT, department leads, Bilingual lead, LSC staff reps, union reps, CIWP team, SLC facilitators, advisory team, intervention leads, community outreach leads, celebration leads, college-career leads, literacy team, data team, and AVID site team. | |

Date Stamp November 22, 2012

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Instructional Leadership Team (ILT)* | ------------------------------------------------------------------------------------> | | **2** |
| • 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.<br>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.<br>• 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.<br>• ILT engages in changes to practice in response to voiced concerns.<br>• ILT analyzes student test data if new data is available. | • The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.<br>• The ILT leads the  work of improving teaching and learning school-wide<br>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.<br>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.<br>• 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.<br>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | The ILT consists of department chairs, literacy coach, bilingual coordinator, librarian, counseling, special education case manager, CTE Coordinator, AVID coordinator and Small Learning Community Coordinator. The ILT sets the learning goals of curriculum and instruction and is involved with organizing school wide professional development activities. The team meets bi-weekly or more as needed. The ILT communicates through department chairs and teacher team leads. The ILT engages in self-reflection and attempts to continuously refine its recommendations The ILT is investigating a more effective method to review school performance data such as ACT, Plan, Explore, and quarterly assessments. | |
| *Monitoring and adjusting* | ------------------------------------------------------------------------------------> | | **2** |
| • Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available.  Analysis may lead to instructional practice. | • The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | The data team and small learning communities are currently looking at school and grade level performance via the student progress report every 3 weeks. From that data, each student receives an intervention plan and is monitored for positive/negative changes. Teacher teams are currently reviewing school performance data on assessments and discussing that information in TCT meetings. AVID elective teachers and the CTE coordinator monitor academic performance and attendance of the students in their programs. | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 2: Core Instruction** | ***Curriculum*** | ------------------------------------------------------------------------------------> | | **2** |
| | • Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.<br>• Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.<br>• Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.<br>• Short- and long-term plans do not consistently differentiate by learner need. | • Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas.<br>• Each grade level or course team develops/uses common units of instruction aligned to the standards.<br>• 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.<br>• 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. | Each course team has developed and uses common units of instruction aligned to standards. Text used for instruction exposes all students to a grade-appropriate level of complexity. There is some evidence of alignment of curriculum with Common Core Standards through unit planning for ELA and Math. The Literacy/AVID site team is active in the school's implementation of cross-curricular literacy strategies. AVID WICOR strategies are incorporated into unit designs for all courses. Short and long term plans include the supports necessary to ensure that students with disabilities and ELL's are able to gain core content knowledge and skills.<br>The school performance snapshot shows evidence that teachers are differentiating instruction to meet needs of students with disabilities. | |
| | ***Instructional materials*** | ------------------------------------------------------------------------------------> | | **2** |
| | • 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.<br>• Instructional materials support a general curriculum with little differentiation for student learning need. | • Each grade level or course team has a set of instructional materials that are aligned with standards.<br>• Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | Core instructional materials are aligned with state standards. Course level teams prepare common unit plans and teacher teams make certain that instructional materials are supportive of students with disabilities and various ELL levels. The AVID elective teachers and site team core representatives use the AVID library to incorporate WICOR strategies. We are in the beginning phase of alignment with CCSS. (ELA 1 and Algebra 1) | |

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

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| **Assessment** | | ------------------------------------------------------------------------------------> | **2** |
| • 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.<br>• 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.<br>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.<br>• Most assessments are designed to be identical for all students, without accommodation for learner need. | • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.<br>• 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.<br>• 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).<br>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. | Small Learning Communities and teacher teams have access to all available assessment data. Teacher teams prepare quarterly assessments through the TCT meetings.  Assessments are not skill based and may not provide a complete picture of student learning. Local assessments are created with accommodations and modifications based on students' needs. The high school interim quarterly assessment this year did not provide for specific IEP modifications.  In addition to EPAS, the school provides a placement test for ELL, ACCESS for ELL students, AP Testing, Spanish placement exam, Spanish/French national exam, and AVANT stamp 4s language assessment for Spanish and French. We are in the process of aligning our quarterly assessments with Common Core Standards for ELA. | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Instruction* | ------------------------------------------------------------------------------------------------------------------------------> | | **2** |
| • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.<br>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.<br>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.<br>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.<br>• Formative assessment during instruction is used occasionally or inconsistently between teachers. | • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.<br>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.<br>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.<br>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.<br>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | Most teachers (80%) clearly communicate the learning objective for the daily lesson. A strong emphasis is placed on assuring the objectives are meaningful and correlate with what is being taught. ELA has begun to align instruction to Common Core standards and sequencing of lessons in all core courses, and most of the non-core is driven by the department teacher teams. | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| | *Intervention* | --------------------------------------------------------------------------------------> | | **2** |
| | • Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | • The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.<br>• The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.<br>• 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.<br>• 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<br>• Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | SLC's have implemented a systematic approach to student interventions based on academic performance, and attendance similar to a Tier 1 RTI model.  Interventions are monitored by the SLC on a weekly basis. | |
| **Professional Learning** | *Whole staff professional development* | --------------------------------------------------------------------------------------> | | **2** |
| | • Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.<br>• Quality, effectiveness or relevance of professional development is not monitored. | • The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.<br>• The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).<br>• School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | The school has a year-long focused plan for the staff PD. That plan was developed from an end of the year needs assessment. The assessment was conducted to align to the school wide literacy strategies. The professional development opportunities are teacher driven. Currently, TCT's are discussing the effectiveness of the strategies being implemented and will make adjustments for FY2013. The AVID site team has also incorporated an annual PD plan that focuses on implementing WICOR strategies school wide. | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 3: I** | ***Grade-level and/or course teams*** | ----------------------------------------------------------------------------------------> | | **2** |
| | • Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.<br>• Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.<br>• Ownership for student learning results lies primarily with individual teachers.<br>• 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.<br>• There are meeting agendas, but no clear protocols or norms for discussion. | • Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.<br>• Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.<br>• Teacher teams share ownership for results in student learning.<br>• Teams are inclusive of general education, special education, bilingual teachers and other specialists.<br>• Teams are supported by an ILT member, team leader, or "expert", as appropriate.<br>• Teachers have protocols or processes in place for team collaboration. | Teachers collaborate bi-weekly to discuss progress on common planning and sequencing for courses. Planning typically takes place with general education teachers, Special education, bilingual or other specialists and the teachers are supported by an ILT member or team lead. | |
| | ***Instructional coaching*** | ----------------------------------------------------------------------------------------> | | **2** |
| | • Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.<br>• Formal support for new teachers comes from district-sponsored induction.<br>• Professional development decisions are not systematized and left to teacher initiative/discretion.<br>• Teachers occasionally receive quality feedback to support individual growth.<br>• Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning. | • Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.<br>• New teachers are provided with effective induction support.<br>• Teachers have individual professional development plans tailored to their needs.<br>• Teachers consistently receive quality feedback that supports their individual growth.<br>• Peer coaching and cross classroom visitation is also used as a form of coaching. | Coaching takes place through an outside consultant that works with all teachers. The yearlong support is given to the ILT and individual teachers. Teachers have the opportunity for one on one coaching to meet school level goals. Departments have also taken advantage of the coaching resource provided for looking at literacy strategies and effectiveness.  Teachers receive quality feedback to support individual growth during year-long observations and walkthroughs. Formal supports for new teachers come from district-sponsored induction and all new teachers to the school have a mentor. | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 4: Climate and Culture** | **High expectations & College-going culture** | ----------------------------------------------------------------------------------------> | | **2** |
| | • Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | • Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.<br>• The school has developed and is executing an intentional plan to build and maintain a college-going culture.<br>• Every student has opportunities for authentic leadership and student voice | Based on the school's performance indicators on our latest report card, the data reflects that the school has an average effective and supportive environment. Some staff members reinforce expectations for all students to aspire to college and career ready standards by including college readiness standards in unit /lesson plans. Through our work in Small Learning Community advisories, the school has developed and is executing an intentional plan to build and maintain a college bound culture. With an active student council, multiple clubs, and student surveys, every student has the opportunity for authentic leadership and voice. | |
| | **Relationships** | ----------------------------------------------------------------------------------------> | | **3** |
| | • Some students form bonds with adult advocates.<br>• Patterns of interaction between adults and students and among students are inconsistent..<br>• Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.<br>• Student home language and culture is often overlooked. | • All students have an adult advocate who cares about them deeply and supports them in achieving their goals<br>• Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior<br>• Students with disabilities are engaged in the school community, including both physical and social integration.<br>• Students' classroom experiences demonstrate value of home language and culture. | Within the Small Learning Community, we have been working on building stronger relationships between adults and students. Students are encouraged to celebrate their diversity in and out of the classroom. Clubs represent our plethora of cultures and are open for all to join.  We have model ELL and inclusion programs that aim to engage all students in the school community.<br>Some of our refugee students receive additional support from advocates as well as from the school's BLT. Our current school performance audit shows that 100% of the students with disabilities are engaged in the school community. | |
| | **Behavior& Safety** | ----------------------------------------------------------------------------------------> | | **2** |
| | • Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.<br>• School environment occasionally leads to situations un-conducive to learning. | • The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior.<br>• Staff establishes and maintains a safe, welcoming school environment. | The school has 2 deans of discipline who are attached to a determined number of Homerooms. Teachers establish their individual rules of classroom management, with more serious issues referred to the deans. The staff establishes and maintains a safe, welcoming school environment as indicated by the reduction of misconducts. Based on the school survey we are in the average range of students feeling safe. | |

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# School Effectiveness Framework

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| | ***Expectations*** | -----------------------------------------------------------------------------------------------------------------------------------------> | | **2** |
| **DIMENSION 5: Family and Community Engagement** | • Principal provides information to families on school performance in response to parent requests.<br>• Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.<br>• Families can learn about the transition process if they reach out to the school for information. | • Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement.<br>• 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.<br>• Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. | Every fall, parents are provided with current information related to the school's performance. At a parent meeting in the fall, teachers (SLC) provide clear information for families on what students are expected to achieve in a given grade level or course. Some teachers also give course syllabi to students with expectations for the school year. All parents are given a school compact which outlines goals and expectations for parents and for the school.  In November, an Open House is held for prospective students and their parents. | |
| | ***Ongoing communication*** | -----------------------------------------------------------------------------------------------------------------------------------------> | | **3** |
| | • Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | • Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. | Teachers and other school staff engage in ongoing communication with families so that they know how their child is doing relative to grade-level expectations and can better support their child's learning at home. This is done through progress reports sent every 3 weeks, newsletters, report card pick-up dates, school website, and out-going phone calls. | |
| | ***Bonding*** | -----------------------------------------------------------------------------------------------------------------------------------------> | | **2** |
| | • The school has a business-like atmosphere.<br>• School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | • The school establishes and non-threatening, welcoming environment.<br>• The principal leads the work to empower and motivate families and community to become engaged.<br>• 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 has established a welcoming environment. With the diversity of the population all parent/community activities are provided with assistance from translators in as many languages as possible. School staff provides frequent opportunities for families and community members to participate in engaging activities in the school community. We have student performances, family literacy night, ESL activities, technology workshops, parent nights, and athletic contest. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|
| *Specialized support* | ------------------------------------------------------------------------------------------> | | **1** |
| • School provides required services to students within the school building/typical school hours. | • School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. | We provide required services to students within the school building during regular school hours. We have a full time social worker that works at providing families in need with specialized support and connections with social services agencies. Currently we offer services during the school hours and work in conjunction with a social services agency to follow up with individuals as needed based | |
| *College & Career Exploration and election* | ------------------------------------------------------------------------------------------> | | **3** |
| • Information about college or career choices is provided. | • The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | The school provides exposure to experiences and information necessary to make informed decisions when selecting a college or career through a counseling guidance curriculum. Our counselors follow the American School Counselor Association (ASCA) model. This model supports school counselors' efforts to help students | |
| *Academic Planning* | ------------------------------------------------------------------------------------------> | | **3** |
| • Support for college and career planning is provided for some students.  Information and opportunities to explore paths of interest are limited.<br>• The school encourages high performing students to plan on taking advanced courses. | • The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities.<br>• (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals. SLC's have recently designed specialized 4 year plans to meet the needs of students seeking college/career paths. Information and opportunities to explore paths of interest are open to all students. The school encourages high performing students to take advanced placement courses. It is recommended that students in AVID have at least 1 by their senior year. There has been an increase of the number of AP course offerings, the number of students taking AP, and the number of students passing AP | |
| *Enrichment & Extracurricular Engagement* | ------------------------------------------------------------------------------------------> | | **3** |
| • Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. | • The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. | 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 as evident by the number of clubs (40) and athletic (30) offerings. | |

*6: College and Career Readiness Supports*

Date Stamp November 22, 2012

## School Effectiveness Framework

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION** | *College & Career Assessments* | ----------------------------------------------------------------------------------------> | | **3** |
| | • Students do not participate in college and career ready assessments | • The school promotes preparation, participation, and performance in college and career assessments. | Students participate in college and career ready assessments through EPAS and interest inventory assessments. From these assessments we are currently able to target which students may be college bound or career focused. We currently promote ACT prep for all students and all the AVID students received ACT prep | |
| | *College & Career Admissions and Affordability* | ----------------------------------------------------------------------------------------> | | **2** |
| | • Students in 11th and 12th grade are provided information on college options , costs and financial aid. | • The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | The school provides students and families with comprehensive information about college options and costs. 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. This is done on multiple nights throughout the year. We hold a college/career fair, college related workshops, and multiple FAFSA completion workshops. All 12th graders are required, to the | |
| | *Transitions* | ----------------------------------------------------------------------------------------> | | **2** |
| | • Transitions between key grades provide families with the required minimum paperwork/information. | • The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th.<br>• (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. | Information regarding requirements for promotion from grade to grade is given to parents and is provided in the student handbook. Through SLC's, we are monitoring the student's progress in order to keep students on pace for graduation. Intervention steps are taken in order to help students understand that failures throughout will be a barrier in the future. Through college/career fairs, visits from college reps throughout the year, and college visits, students better understand what is needed to transition from high school to college. | |

Date Stamp November 22, 2012

## School Effectiveness Framework

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| | Typical School | Effective School | Evidence | Evaluation |
|---|---|---|---|---|
| **DIMENSION 7: Resource Alignment** | ***Use of Discretionary Resources*** | ------------------------------------------------------------------------------------> | | **3** |
| | • School discretionary funding is inconsistently aligned to identified needs and priorities.<br>• Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.<br>• Funding of non-priority initiatives is common throughout the year. | • School allocates discretionary spending to align with identified needs and strategic priorities.<br>• School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.<br>• School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | The school along with the LSC allocates resources to meet the needs of school priorities. These resources are used to enhance student growth necessary for every student to graduate college and career ready | |
| | ***Building a Team*** | ------------------------------------------------------------------------------------> | | **3** |
| | • Hiring is conducted after a vacancy or expected vacancy is identified.<br>• All or nearly all applicants have little to no prior connection to the school.<br>• 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.<br>• Grade/course teams are not intentionally designed. | • Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.<br>• School actively works to build a pool of potential staff members through internships and part-time work.<br>• A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.<br>• Grade/course teams are assembled to include the needed combination of knowledge and expertise. | Vacancies have been filled with candidates based on the scheduling needs of the building. A number of the most recent hirings have been former student teachers at the school or have worked in the building in other capacities. Department chairs are part of the interview process but there has been no opportunity for lesson demonstrations unless the candidate has completed student teaching at the school. Grade/course teams are assembled to include the needed combination of knowledge and expertise. | |
| | ***Use of Time*** | ------------------------------------------------------------------------------------> | | **2** |
| | • School schedule is designed based on number of minutes per subject or course.<br>• Teacher collaboration time is limited or occurs only before/after school.<br>• Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | • School designs a "right fit" schedule based on student needs and school-wide growth goals.<br>• The school schedule allows for regular, meaningful collaboration in teacher teams.<br>• Struggling students receive structured intervention in dedicated blocks. | The school use of time is based on the student/parent needs in an effort to maximize the limited building space. Teachers have been scheduled for regular, meaningful collaboration in Small Learning Community houses. The school schedule allows for weekly meaningful collaboration in teacher teams or departments. | |

Date Stamp November 22, 2012

## Mission & Strategic Priorities

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

## Mission Statement

Mather High School commits to involving school personnel, students, parents and members of the wider community as partners in an ongoing process of reading improvement. We will construct an environment of excellence, responsibility and diversity which foster intellectual, social, and technological skills, accomplished through professional development, structured learning experience and parental support.

## Strategic Priorities

| # | **Priority Description**: Write in the description of your priority. | **Rationale:** Write in your rationale (see instructions for guiding questions). |
|---|---|---|
| 1 | Increase rigor in all subject area curricula to ensure that students are college and career ready in alignment with the CCSS. | Our rigor needs to increase due to a very low incremental increase in our EPAS data from the beginning of the year to end of the year |
| 2 | Implement the REACH student's framework for teaching through planning, preparation, and instruction | Based on data from evaluations and instructional rounds, our staff needs to improve instructional practice by use of higher level questioning techniques and increased project based learning |
| 3 | Continue to build on the Small Learning Community model to address improving school climate and moving toward a more college and career culture with an emphasis on maintaining a supportive environment for student learning | Data collected from external and internal surveys indicates that student satisfaction with school support and staff connections is only average and needs to be strengthened. Statistics from the school progress report indicate mid to low success on college eligibility and graduation rate |
| 4 | Optional | |
| 5 | Optional | |

# CIWP

**2012-2014 Continuous Improvement Work Plan**

CHICAGO PUBLIC SCHOOLS | CPS

## 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 |
|---|---|
| Increase rigor in all subject area curricula to ensure that students are college and career ready in alignment with the CCSS. | Our rigor needs to increase due to a very low incremental increase in our EPAS data from the beginning of the year to end of the year |

## Action Plan

## Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Provide ELA classes with rigorous supplemental non-fiction texts based on a deficiency from the spring audit | Instructional Materials | All | Teacher Leads | Summer 2012 | Quarter 1 | | |
| Add new texts at the start of semester 2 based on TCT recommendations | Instructional Materials | All | Teacher Leads | Quarter 3 | Quarter 4 | | |
| Provide professional development for implementation of CCSS aligned instruction; delivered by school based teacher leaders in each core department | Professional Development | All | Administration | Quarter 1 | Quarter 4 | | |
| Revisit IEP's to ensure that students with special needs receive appropriate accommodations toward alignment with CCSS | Other | Students With Disabilities | Special Education Case Providers | Quarter 1 | Quarter 2 | | |
| Continue to utilize AVID strategies schoolwide to increase rigor in classroom instruction | Instruction | All | ILT | Quarter 1 | Quarter 4 | | |
| Provide weekly teacher collaboration time in order to | ILT/ Teacher | Not Applicable | Principal | Summer 2012 | Quarter 4 | | |
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## Strategic Priority 1

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# CIWP

## 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 |
|---|---|
| Implement the REACH student's framework for teaching through planning, preparation, and instruction | Based on data from evaluations and instructional rounds, our staff needs to improve instructional practice by use of higher level questioning techniques and increased project based learning |

## Action Plan / Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Data team, made up of SLC members, will provide quarterly assessment data to teacher teams for their reviewed so that instructional adjustments may be made in alignment with CCSS | Other | All | Data Team Lead | Quarter 1 | Quarter 4 | | |
| Perform ILT instructional rounds using a protocol designed to focus on questioning format and text complexity | ILT/ Teacher Teams | Not Applicable | ILT | Quarter 1 | Quarter 4 | | |
| The ILT will meet after instructional rounds to discuss and give feedback; data will be provided to staff on a regularly bases | ILT/ Teacher Teams | Not Applicable | ILT | Quarter 1 | Quarter 4 | | |
| Unit plans and weekly lesson plans will be redesigned and will reflect alignment with CCSS | Instruction | Not Applicable | Administration | Summer 2012 | Summer 2012 | | |
| The administrative team will conduct teacher observations in all classes to monitor implementation of differentiated instruction and include the findings on the required evaluation tool | Instruction | Not Applicable | Principal | Quarter 1 | Quarter 4 | | |
| Lesson plans will show evidence of AVID strategies such as WICOR and Cornell note taking as a school wide best practice | Instruction | Not Applicable | Assistant Principal's | Quarter 1 | Quarter 4 | | |
| The ILT will be scheduled to meet one period a week to collaborate and contribute to the decision making process regarding curriculum and instruction | Instruction | All | Programmer | Quarter 1 | Quarter 4 | | |
| The ILT will create a learning cycle each quarter to ensure implementation of the schoolwide literacy plan | ILT/ Teacher Teams | All | Principal | Summer 2012 | Quarter 4 | | |
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## Strategic Priority 2

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# CIWP

**2012-2014 Continuous Improvement Work Plan**

CHICAGO PUBLIC SCHOOLS | CPS

## 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 |
|---|---|
| Continue to build on the Small Learning Community model to address improving school climate and moving toward a more college and career culture with an emphasis on maintaining a supportive environment for student learning | Data collected from external and internal surveys indicates that student satisfaction with school support and staff connections is only average and needs to be strengthened. Statistics from the school progress report indicate mid to low success on college eligibility and graduation rate |

## Action Plan                                                            Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---|---|---|---|---|---|---|
| Weekly UMOJA advisory curriculum will address issues of social emotional learning at all grade levels and strengthen student and staff connections, data from which will be evaluated quarterly through a local survey | Instruction | All | Advisory(A-Team) | Summer 2012 | Quarter 4 | | |
| Every grade level student will set an academic goal for the current school year with the help of their counselor on What's Next Illinois (WNI) and will review progress at the semester | Instruction | All | Counselor Chair | Quarter 1 | Quarter 4 | | |
| Activities provided through the SLC and AVID programs such as career days, career speakers, college trips, and college representative visits will be promoted and made available to all students in order to promote college and career options | Other | All | Administration | Quarter 1 | Quarter 4 | | |
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## Strategic Priority 3

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## Strategic Priority 4

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

| Strategic Priority Description | Rationale |
|---|---|
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## Action Plan                                        Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
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## Strategic Priority 5

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

| Strategic Priority Description | Rationale |
|---|---|
|  |  |

## Action Plan                                    Monitoring

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