



Mission Statement

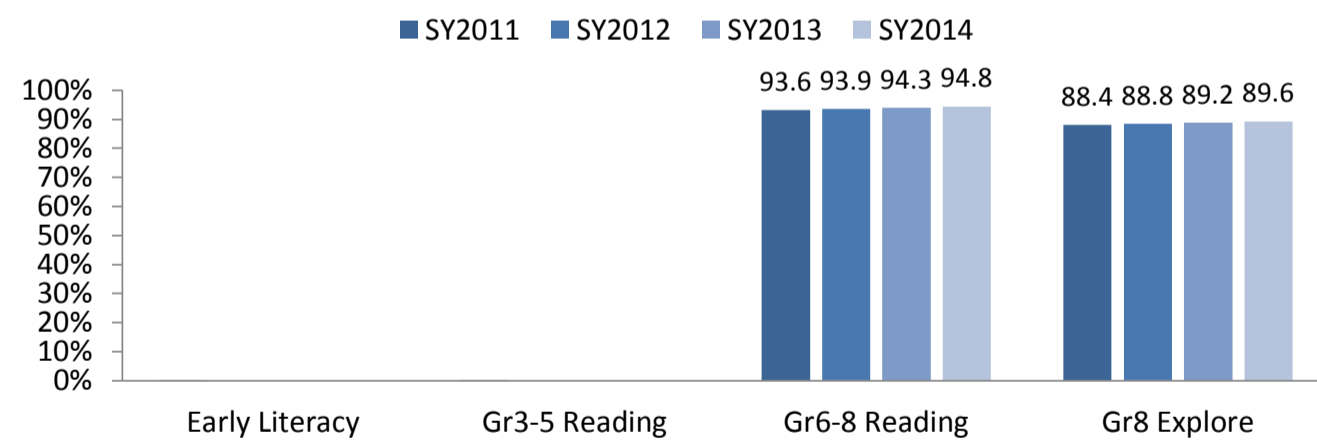
William Howard Taft will provide an exemplary educational program which nurtures students' cognitive and affective domains, promotes life long learning, and respect for diversity.

Strategic Priorities

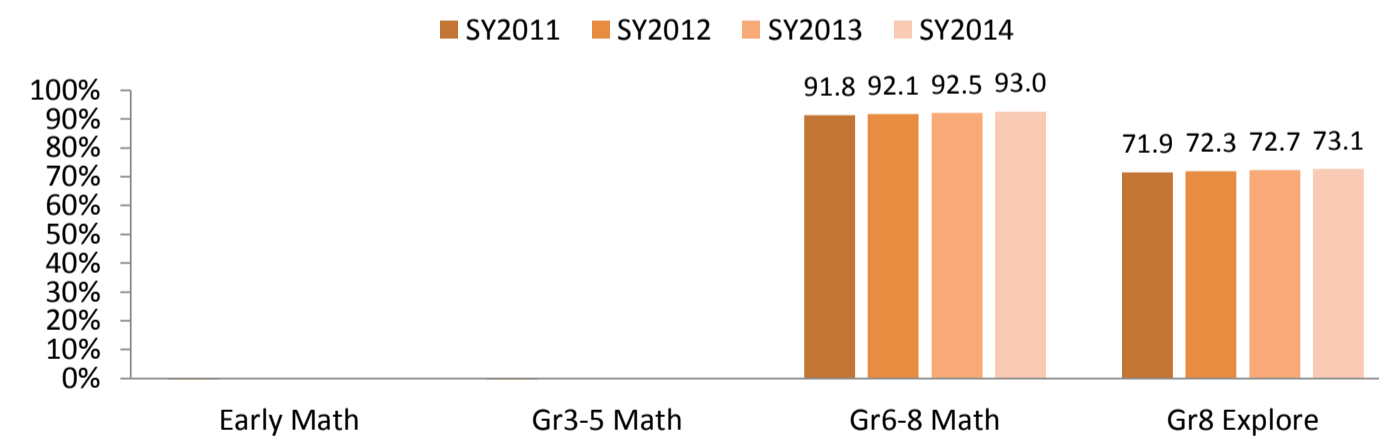
1. Classroom practice will reflect CCSS/CRS, rigor, and text complexity to increase student learning.
2. Train the TCT teams to understand diagnostic, formative, and summative assessment results and to understand how to improve instruction and enhance student learning.
3. Promote social and emotional competencies within a positive school climate by developing a comprehensive system of learning supports.

School Performance Goals

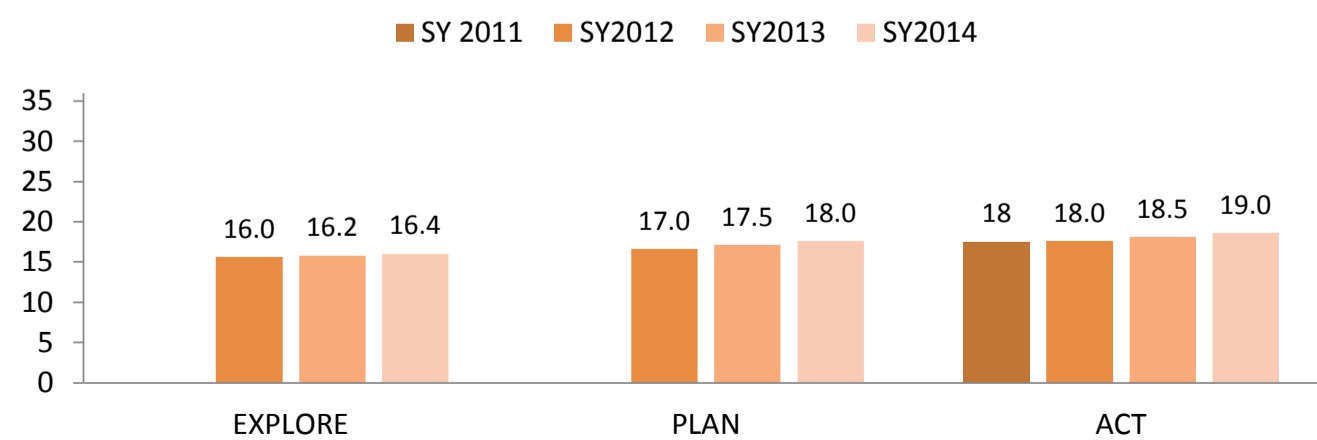
Literacy Performance Goals



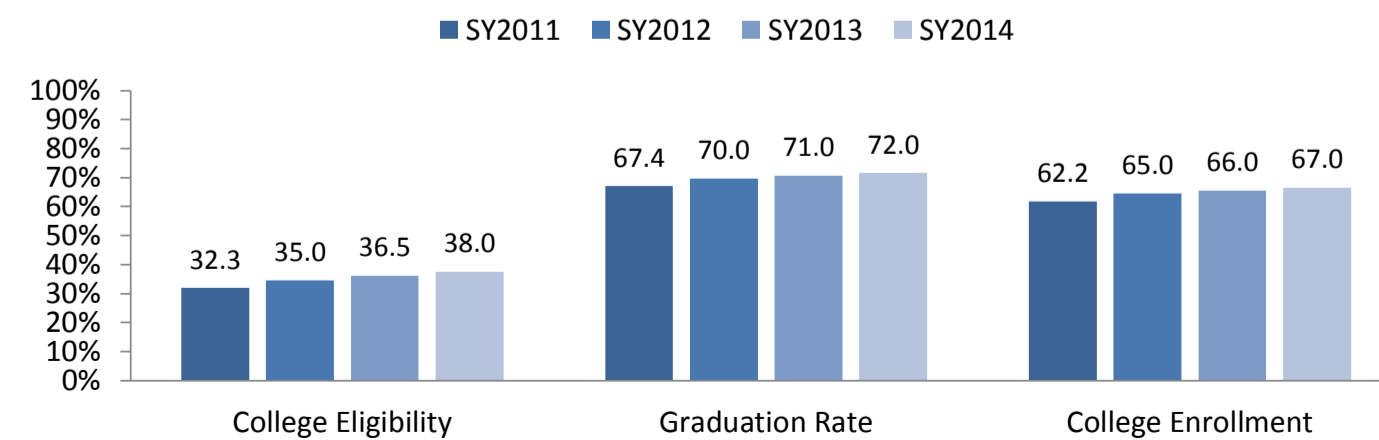
Math Performance Goals



EPAS Goals



12th Grade & Graduation Goals





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	William Howard Taft 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
Dr. Arthur N. Tarvardian	Principal
Susan Gross	Assistant Principal
Mary Kay Cappitelli	Assistant Principal
Eric Flores	Assistant Principal
Theodore Ppiris	LSC Member
Jeffery Komada	Assessment/Data Faculty
Patrick Levins	Lead/ Resource Teacher
William McDade	Lead/ Resource Teacher
Cynthia Sleyko	Lead/ Resource Teacher
Christine Meduncia	Special Education Faculty
Yvonne Urbanski	ELL Teacher
Phylis Ehret	Counselor/Case Manager



2012-2014 Continuous Improvement Work Plan

William Howard Taft High School



Elementary 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: ISAT scores include all students in the aggregates, including English Language Learners.

Academic Achievement

Pre-K - 2nd Grade	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
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Early Literacy % of students at Benchmark on DIBELS, IDEL	NDA			
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Early Math % of students at Benchmark on mClass	NDA			
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3rd - 5th Grade

Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	NDA			
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Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	NDA			
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Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	NDA			
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Keeping Pace - Math % of students making growth targets on Scantron/NWEA	NDA			
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6th - 8th Grade

Grade Level Performance - Reading % of students at or above grade level on Scantron/NWEA	93.6	93.9	94.3	94.8
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Grade Level Performance - Math % of students at or above grade level on Scantron/NWEA	91.8	92.1	92.5	93.0
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Keeping Pace - Reading % of students making growth targets on Scantron/NWEA	59.8	60.1	60.5	61.0
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Keeping Pace - Math % of students making growth targets on Scantron/NWEA	41.3	41.6	41.9	42.2
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8th Grade

Explore - Reading % of students at college readiness benchmark	88.4	88.8	89.2	89.6
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Explore - Math % of students at college readiness benchmark	71.9	72.3	72.7	73.1
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William Howard Taft High School



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Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
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Attendance Rate Average daily attendance rate	89.1	90.0	90.5	91.0
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Misconducts Rate of Misconducts (any) per 100	9.8	8.8	8.0	7.2
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State Assessment

All Grades % Meets & Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	All Grades % Exceeds	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
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ISAT - Reading % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0
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ISAT - Reading % of students exceeding state standards	50.6	51.0	51.5	52.0
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ISAT - Mathematics % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0
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ISAT - Mathematics % of students exceeding state standards	80.2	80.9	81.4	81.9
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ISAT - Science % of students meeting or exceeding state standards	100.0	100.0	100.0	100.0
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ISAT - Science % of students exceeding state standards	68.7	69.3	70.0	70.6
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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	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		15.5	16.0	16.2	16.4	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	32.3	35.0	36.5	38.0
10th Grade - PLAN Average PLAN score		16.7	17.0	17.5	18.0	5-Year Graduation Rate % of students who have graduated within 5 years	67.4	70.0	71.0	72.0
11th Grade - ACT Average ACT score	17.9	16.0	18.0	18.5	19.0	College Enrollment % of graduates enrolled in college	62.2	65.0	66.0	67.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.5	1.8
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	89.1	90.0	90.4	90.9	Misconducts Rate of Misconducts (L4-6) per 100	9.8	8.8	8.0	7.2
Freshman On-Track % of Freshman Students on-track	77.3	78.2	79.1	80.0	Sophomore On-Track % of Sophomore students on track	56.8	57.7	58.6	59.4



High School Goal Setting

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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	36.0	38.0	39.0	40.0		PSAE Reading % of students exceeding state standards	2.5	2.7	2.8	2.9
PSAE Mathematics % of students meeting or exceeding state standards	29.8	32.0	33.0	34.0		PSAE Mathematics % of students exceeding state standards	0.5	0.8	1.0	1.2
PSAE Science % of students meeting or exceeding state standards	30.0	32.0	33.0	34.0		PSAE Science % of students exceeding state standards	1.0	1.2	1.4	1.6

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 ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>School leadership team implements, monitors, and evaluates the THS Action Plan. Leadership roles have been distributed through the ILT, Leadership Team, and TCT leaders. The ILT works with TCTL to provide data analysis of student performance. The ILT is focused on improving instructional practice and student performance. Through the ILT and TCTs all staff participate in school decision-making. All goals are measurable and focused on narrowing the achievement gap and ensuring college readiness. The Full School Day Plan is focused on goals of increasing student achievement, college readiness, as well as social emotional development.</p>	
DIMENSION 1: Leadership	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>Professional development has provided common planning time for TCT, ILT, Leadership Team, Academic Depts, Freshman Academy, IB/AP, Special Education, Academic Center, AVID, ELL, and ROTC collaboration groups. The pd is focused on CCSS and CRS integration. Network/internal TCT instructional rounds provide feedback to improve instructional practices. TCTs share and evaluate classroom strategies to improve practice. PD is relevant to teachers' expressed needs and is targeted to articulated gaps in school performance as determined by My Voice survey. All staff are engaged in the analysis of data to identify strengths and weaknesses and to raise student achievement. The FSD plan will allow extended time for teacher/student Data Chats to provide interventions for improved outcomes. Principal exhibits transparency in leadership to LSC, PTSA, and key community leaders such as alderman, state senator, and US senator. The FSD plan was presented to the stakeholders via open forum. Feedback was received. The plan was revised to include focus on increasing the ACT by 3 points, increasing FOT 3%, and increasing by 2% the seniors who will attend a selective 4 year college over the course of this plan.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers belong to a TCT. Additionally, some teachers participate in the following: ILT, Leadership Team, RTI, Data, Bilingual, CIWP. Mentor teachers, union representatives and coaches volunteer their expertise. Each teacher may write their own individual grants. Teachers are committed to their craft and share information obtained at conferences and trainings held by NCTE, NCTM, NCEE, IBO, AP, etc. Instructional Rounds provide an additional opportunity to reflect and implement best practice. The ILT and Leadership Team represent their department and take responsibility to disseminate information .</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The ILT meets weekly to discuss improvement, collaboration, and standards alignment. The ILT/ Leadership Teams are advocates for their individual departments and are responsible for disseminating information to their respective members. The ILT conducted professional development about Instructional Rounds and presented the observations, wonderings, and recommendations to the entire staff. The ILT works with the data team to interpret key school metrics. The Leadership Team created the following intervention protocols: 9th grade double block course placement in English and math determined by ISAT scores at registration; placement in Freshmen Academy; 9th grade GPA into the 10th grade ACT Prep Class ; 11th grade double block course placement in English and math; 12 th grade math elective to bridge transition to college/career readiness. The ILT and Leadership Teams analyzed results from the My Voice Survey and created the FSD plan to include a 36 minute Instructional Advisory to target the following areas: Academic Center/ 9th grade "High School 101" ; 10th grade ACT Test Prep; 11th grade "Postsecondary College Writing Seminar"; 12th grade "Postsecondary College 101".</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>The ILT utilizes the HS Interim exams, as well as standardized test data, by class and grade level, to monitor student progress. Peer observations and IR provide feedback on instruction designed to lead to best practice conversation. EPAS scores were shared with students during Data Chats in homeroom and with parents at Report Card Pickup. The FSD plan will include Instructional Advisory and the Eagle Achievement Day (bi-weekly data chats in all disciplines and classrooms) which will provide Tier 2/3 interventions and progress monitoring.</p>	2

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>Taft is focused on alignment of the CCSS to reinforce essential skills. Online curriculum maps were developed for structured, collaborative integration of CCSS standards including common assessments. CCSS Early Adopter program provides opportunities for the sharing of best practices and ongoing development of formative and summative assessments. TCTs utilize diagnostic, formative, and summative assessments to monitor student learning, adjust curriculum, and provide differentiated instruction. Differentiated instruction i.e. intervention/acceleration programs include SOAR, WorkKeys training, AP, IB, and AVID. IEP Modifications are made for special needs students and added support for ELL students support via Rosetta Stone in a dedicated language lab. FSD plan also supports students with disabilities and ELL students with Instructional Advisories and Eagle Achievement Days.</p>	
	Instructional materials ----->			2
	<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>Teachers receive pd in LRE differentiated instruction and modified instruction. School wide assessments and a Student Data Profile assess learning growth rates compared to other school years for each student. All Fine Arts and PE classes are inclusion. Horizontal team collaboration includes special ed teachers with regular ed teachers. Teachers collaborate in seeking assistance in developing multiple sensory lessons (audio, video, visual, speaking, kinesthetic, interpersonal) Grade level instructional departments materials are selected by committee. Students with IEP and ELL have materials adapted to their proficiencies. CHECK WITH DEPTS</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Teacher resources, including a Teacher Resource Share Folder, include dept scores, assessment data, curriculum maps, lesson plans, resource materials, etc. In addition to HS Interims, on an on-going basis, common assessments, and standardized testing, students are assessed through group performances and individual portfolios. Modifications/accommodations are provided for students with disabilities and ELL students. Proctored settings in the tutoring room allow for students to make-up missed assessments. The school uses formative, summative, listening, speaking, reading, writing assessments to assess knowledge mastery. Common assessments have been developed and used in a majority of other disciplines. Assessment methodologies include student work and constructed response, and we are progressing toward performance based in all disciplines. An RTI intended intervention is tutoring which has been made available to all students during and after the school day for concept reinforcement. The school offers a variety of technological platforms such as laptops, iPads, Smartboards, computer labs, etc. to assist in learning accommodation/modifications.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>All core departments are aligning curriculum to the CCSS standards. All other departments are aligning to curriculum based standards appropriate to the discipline. Independent mastery is achieved through integration of scaffolding, cooperative learning, student-centered groups, and engaging in challenging tasks in the classroom. Classrooms grouping are heterogenous. Departments increase student literacy by teaching the nomenclature of the subject in all subject disciplines.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The common assessments are managed through the Prosper System, providing data on students for intervention/acceleration purposes. Courses designed to assist in intervention are in SOAR, AVID, ACT Prep, College 101, and Freshman Academy, and double blocks in English and math. The FSD plan has curriculum written for Instructional Advisory for each grade level. Topics to be addressed include High School 101, Test Prep, College Writing Seminar, and College 101. Data Chats will be held every two weeks, on an Eagle Achievement Day, in which students receive intervention counseling by every classroom teacher. Tutoring has been made available during and after school hours. Students are encouraged to access gradebook on a regular basis. Academic Center student receive tutoring and social emotional support via the school counselor. 7th/8th grade students will be assessed via NWEA/MAP. All students are monitored by the Attendance Office which enforces an aggressive attendance policy. This includes identification, tracking, and intervention for the at-risk. Interventions include parent meetings, contracts, home visits, and awareness of alternative venues of education. The ILT will assess every 6 weeks the effectiveness of these interventions and make changes and additions when necessary.</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development is offered weekly in addition to the calendar dedicated PD days. Data analysis is commonly provided to the staff. Teachers are encouraged to attend curriculum based PD opportunities with funding and substitute teachers provided. All PD is tied to instructional needs eg literacy, CCSS, Special Ed RTI, FSD. In the past, restructured days allowed for greater collaboration within TCTs and cross-curricular teams. All PD is based on our school-wide priorities and growth goals as written in our Theory of Action.</p>	

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	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>TCTs, which consist of all teachers of the same course, meet weekly on restructured days to analyze pertinent data from formative, summative, and departmental assessments. Cross-curricular collaboration allows for special needs teachers to align student needs to course objectives. Intervention/Acceleration teams such as IB, AP, AVID, SOAR, Academic Center, ELL, Freshmen Academy, and ROTC are allowed time to monitor progress on team objectives in the realm of student achievement. TCTs report their findings to an ILT member. TCTs devote time quarterly for IR to support instruction as a standard protocol.</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>Taft offers a mentoring plan which pairs a new teacher to a experienced teacher of the same department. Department chairs oversee the regular collaboration in these pairings. New teachers are introduced to the faculty on a special orientation day at the start of the school year. Instructional Rounds, peer observations, and peer reviews assist with their individual professional development. Feedback is provided in a non-threatening and non-judgemental tone.</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 ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Staff encourages student attendance at annual Collge/Career Fair, College/Career Planning Night, and FAFSA Nights. The college fair has exceeded 1000 students in attendance. The College cCntr has implemented an action plan focused on college and career readiness. The FSD is a collaboration between the college center staff, students, and teachers to create Instructional Advisory topics covering College 101 and College Writing Seminar. Between the vast array of school teams and clubs, all students are offered the chance to be involved and hold positions of leadership. RAMP has been renewed. FAFSA workshops have been increased from 4 to 6. The Computer Info Tech students have been using What's Next Illinois for student planning purposes. Scholarship awards have increased steadily each year, exceeding \$800,000.</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>All students have access to their counselor during lunch periods. Each student has a personalized scheduled meeting with his/her counselor twice per year. The FSD will allow Senior Mentors to be assigned to freshman homerooms. Expanded use of positive interventions include Student of the Month, Homeroom Attendance Challenges, and Eagle Honor Card holders with access to Aerie Lounge. Students meet daily with homeroom teachers per the FSD plan. After school activities (plays, concerts, sporting events, clubs, art shows, auctions, open houses, etc) are increasing every year with increased attendance. The attendance office has expanded to 2 attendance counselors and a truancy officer to identify, target, and provide support services to families. The school social worker and psychologist provides workshops and small group sessions structured to meet at-risk sects of the student population. The Principal's Student Advisory Council works to increase student voice. Every member of the Taft community promotes a respectful, safe, and inclusive climate.</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 SCC is reviewed with all students the first week of school. A truancy outreach officer visits the homes of truant and tiered students to identify crisis situations and mobilizes support staff (such as Homebound/less coordinator, social worker, school psychologist, nurse, and case managers, and other community support agencies). In-School- Suspension and Saturday detention have been implemented to enforce the SCC.. Hall sweeps support timely atendance to class. The Deans rewards positive behavior with Student of the Month and dress code passes. Community partnerships provide parenting skills training, substance abuse issues, mental health updates, and services for the homeless population. The Taft community promotes a safe, respectful, and emotionally secure climate.</p>	

School Effectiveness Framework

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	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. 	Teachers use Gradebook to post syllabi, lesson plans, grades, and homework assignments and communicate with students and parents. The LSC, PTSA, and booster clubs, and quarterly principal chats provide parent engagement. 8th grade counselor provides high school choice seminars and individualized high school planning meetings with student and parent. 12th grade counselors provide college choice information, scholarship updates, and financial aid workshops and host private meetings with student and parent on the college selection process. Principal executes transparent leadership and keeps the LSC and community well-informed on school events.	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	Communication exists via website, marquee, twitter, and facebook. Parent portal activation rate stands at over 80%. Enhanced dialogue between feeder elementary schools, parents, and high school staff have helped prepare rigorous IEPs. Notices are sent regularly to parents about student academic achievement. Report Card Pickup allows time for parent/teacher interaction and training on gradequick.	
	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. 	Technological tools such as the school website, school marquee, twitter, and Taft facebook page have been established and more efficiently used. The school has begun to develop stronger relationships with the local alderman, state senator, and US senator to advocate on our behalf. A school beautification effort to create a welcoming environment includes student mosaics, murals, art displays, repainting classrooms in inviting colors, and the Aerie lounge which includes video games and board games. Freshman Connection helps incoming 9th graders to acclimate to high school life. School families as well as the community at large are invited to extracurricular events such as plays, art shows, music concerts, athletic events, and open houses. Principal makes every effort to meet and greet at various school events to build relationships with all stakeholders.	

School Effectiveness Framework

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	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. 	<p>The support offices which provide exceptional support to develop social emotional skills include deans, counselors, social workers, psychologist, physical and occupational therapist, speech and hearing pathologist, crisis intervention team, and nurse. In particular, the Attendance Office and Truancy Officer conduct home visits. The Homebound/less Coordinator and teachers work as a liaison to families in crisis with social service agencies.</p>	
	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. 	<p>College Planning seminars, FAFSA workshops, and What's Next Illinois are offered to 9th-11th graders. AVID promotes college preparedness and college visits. ACT prep is offered both as an elective and after school class. Posse Foundation, Ladder Up, and college representatives visit students and assist in entrance and scholarship applications. The annual college/career fair, scholarship seminar, regularly scheduled college visits, College 101 class and FSD Instructional Advisory provide students with valuable information on post-secondary options.</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Freshmen access What's Next Illinois in their computer and elective classes. Intervention/acceleration programs include s AP, IB, AVID, SOAR, ROTC, STEP, FSD, and Freshman Academy. College 101 is an elective offered to seniors. All Taft students in transitional years meet individually with college/career planning staff to create a post-secondary plan.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>We provide a wide range of extracurricular activities and clubs (30 sports, 60 clubs) to promote students success and leadership. All students are encouraged to become members. In addition, we have expanded articulation open houses for IB, AP, Bilingual Advisory, and AVID parent night. Evening performances, plays, auctions, poetry readings, etc. have expanded.</p>		

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>ACT Prep elective class and after school ACT class is made available to all students. Academic tutoring is available during the day and after school. Computer labs and library hours are extended for students to access What's Next Illinois and Academic Planner.</p>	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options, costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>College Nights and Financial Aid Planning Workshops are offered several times a school year to all grade levels. Community agencies provide academic enhancement opportunities such as Chicago Police and Fire Training Academy, National Honor Society, Close Up, Mikva Challenge, Academic Decathlon, Posse Foundation, LadderUp, Center on Halsted, University of Chicago, Northwestern University, and DePaul University. Website maintains a link to all scholarship opportunities. The Taft College Center tracks student application process and targets students who are falling behind in the college selection process.</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>FSD plan has scheduled daily Instructional Advisory to help students become informed decision makers. A structured curriculum will cover lessons such as: High School 101, Test Prep, and College/Post-secondary College Writing Seminar. Freshmen Connection bridges the gap for incoming 9th graders. College 101 class elective and What's Next Illinois prepare for life after high school. Other outside agencies contribute to positive transitions: Power to Change, Metropolitan Family Services, After School Matters, Junior Achievement, Youth Career Development Center, Communities in Schools. For IEP students, Step Up job training is offered as a class.</p>	

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	Discretionary spending is aligned to 2012-2014 CIWP.	
	Building a Team ----->			3
	<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. 	Teachers are determined by program needs. We have maintained a pool of prospective teachers from student teachers, Cadre Substitutes, TATs, and the Talent Office. Our multi-step interview process includes resume review, initial interview, and secondary interview.	
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. 	The master schedule is based on student needs and school-wide growth goals. Students are identified for acceleration and intervention. FSD and full calendar has depleted teacher collaboration time.	

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

William Howard Taft will provide an exemplary educational program which nurtures students' cognitive and affective domains, promotes life long learning, and respect for diversity.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Classroom practice will reflect CCSS/CRS, rigor, and text complexity to increase student learning.	The student response rate in the My Voice survey for "Ambitious Instruction" was at 32%. Composite ACT is 19.6, which is 1 point below state average. Only 36% of students meet or exceed state standards in reading, 30% in math, and 30% in science. AP/IB enrollment is 10.8%, down from 11.5% in 2010.
2	Train the TCT teams to understand diagnostic, formative, and summative assessment results and to understand how to improve instruction and enhance student learning.	On the SEF, staff self-scored the school 2 in Core Instruction, particularly Assessment and Monitoring/Adjusting. Staff feedback indicates inadequate time and training has been dedicated for the interpretation of the tremendous quantity of data being collected and disseminated. Instruction will be greatly enhanced with more effective and efficient data interpretation.
3	Promote social and emotional competencies within a positive school climate by developing a comprehensive system of learning supports.	The supports will develop self-awareness, self-management skills, interpersonal skills, and promote responsible behaviors to achieve school and life success. The student response rate for "Supportive Environment" was at 37%. FOT rate is 77.3%, the SOT rate is 56.8%, and the 5 yr. graduation rate is 67.4%.
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
Classroom practice will reflect CCSS/CRS, rigor, and text complexity to increase student learning.	The student response rate in the My Voice survey for "Ambitious Instruction" was at 32%. Composite ACT is 19.6, which is 1 point below state average. Only 36% of students meet or exceed state standards in reading, 30% in math, and 30% in science. AP/IB enrollment is 10.8%, down from 11.5% in 2010.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create an online curriculum mapping template for integration of CCSS	Instruction	All	ILT	On-going	Summer 2012		
Instructional Rounds will be held by all members of the TCT	ILT/ Teacher Teams	All	All Teachers	Quarter 1	Quarter 4		
Align 1st semester curriculum maps with CCSS	ILT/ Teacher Teams	All	All Teachers	Summer 2012	Summer 2012		
Align 2nd semester curriculum maps with CCSS	ILT/ Teacher Teams	All	All Teachers	Quarter 1	Quarter 2		
TCT will continue to develop common assessments aligned with CCSS in core dept. for semester 1	ILT/ Teacher Teams	All	TCT	Quarter 4	Quarter 1		
TCT will continue to develop common assessments aligned with CCSS in core dept. for semester 2	ILT/ Teacher Teams	All	TCT	Quarter 4	Quarter 2		
Prosper Assessment analysis reports will be issued to all teachers after all common assessments	ILT/ Teacher Teams	All	TCT	Quarter 1	Quarter 4		
Evaluation of EPAS student performance will be held during collaboration time and lead by TCT leader	ILT/ Teacher Teams	All	ILT, TCT	Quarter 1	Quarter 4		
Data-driven revision of curriculum units and instructional strategies by TCT quarterly	ILT/ Teacher Teams	All	TCT	Quarter 1	Quarter 4		
Offer ACT prep elective to designated 10th graders	Instruction	All	Administration	Quarter 1	Quarter 4		
Offer ACT prep after school class for all juniors	Instruction	All	Administration	Quarter 3	Quarter 3		
Students will access Key Train for lab practice	Instruction	All	Tech Coordinator	Quarter 3	Quarter 3		
Staff Development funding for travel, subs, and registration fees	Instruction	All	Administration	Quarter 1	On-going		
Quarterly review of course syllabi and assessments	Instruction	All	TCT	Quarter 1	Quarter 4		
Professional development to address the reduction of the achievement gap, LRE, and RTI.	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 4		
Students will be assigned to double blocks of English and math support, as well as Freshman Academy	Instruction	All	Administration	Summer 2012	Quarter 1		



Strategic Priority 1

Academic Center will provide daily enrichment activities and project based learning for pacing and depth	Instruction	All	AC teachers	Quarter 1	On-going		
All teachers will receive pd in AP/IB/ AVID best practices	Instruction	All	All Teachers	Quarter 1	Quarter 4		
Core dept. will utilize distict approved RTI instructional strategies for Tiers 2,3	Instruction	All	Core teachers	Quarter 1	Quarter 4		



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
Train the TCT teams to understand diagnostic, formative, and summative assessment results and to understand how to improve instruction and enhance student learning.	On the SEF, staff self-scored the school 2 in Core Instruction, particularly Assessment and Monitoring/Adjusting. Staff feedback indicates inadequate time and training has been dedicated for the interpretation of the tremendous quantity of data being collected and disseminated. Instruction will be greatly enhanced with more effective and efficient data interpretation.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create an electronic curriculum mapping template for CCSS	ILT/ Teacher Teams	All	English, math, ETC dept. Chairs	Summer 2012	Quarter 1		
Transfer and integration of CCSS to new template	ILT/ Teacher Teams	All	TCT	Summer 2012	Quarter 1		
Develop performance assessments and rubrics as teaching tools	ILT/ Teacher Teams	All	TCT	Summer 2012	Quarter 1		
Professional development on data analysis	Instruction	All	ILT	Quarter 1	Quarter 4		
Administration and analysis of Scantron test data for 7-9th grades	ILT/ Teacher Teams	All	7-9 th Teachers	Quarter 1	Quarter 4		
Administration and analysis of High School Interims	ILT/ Teacher Teams	All	Core Teachers	Quarter 1	Quarter 4		
Administration and analysis of EPAS	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 4		
Software may be used by staff for benchmark classroom assessments	Equipment/ Technology	All	Tech Chair	Quarter 1	Quarter 4		
Teacher training in gradebook, new email, and other software used to integrate technology	Equipment/ Technology	All	Tech Chair	Quarter 1	Quarter 4		
Staff Development funding for travel, subs, and registration fees	Instruction	All	Administration	Quarter 1	On-going		
Extended day funding for staff development activities including ILT, TCT, and dept. chairs	Instruction	All	Administration	Quarter 1	On-going		
Quarterly review of course syllabi	Instruction	All	TCT	Quarter 1	Quarter 4		



Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Promote social and emotional competencies within a positive school climate by developing a comprehensive system of learning supports.	The supports will develop self-awareness, self-management skills, interpersonal skills, and promote responsible behaviors to achieve school and life success. The student response rate for "Supportive Environment" was at 37%. FOT rate is 77.3%, the SOT rate is 56.8%, and the 5 yr. graduation rate is 67.4%.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
FSD plan includes Instructional Advisory curriculum which will have a syllabi and assessments	Instruction	All	SOAR, counseling	Summer 2012	Quarter 1		
FSD plan includes Eagle Achievement Day for data chats held every 2 weeks	Instruction	All	SOAR, counseling	Quarter 1	Quarter 4		
Grade and attendance on-track reviews every 5 weeks	Instruction	All	Counselors	Quarter 1	Quarter 4		
Core teachers will use district approved RTI instructional strategies for Tiers 2, 3	Instruction	All	Core Teachers	Quarter 1	Quarter 4		
Increased number of college representatives available during lunch periods for private meetings with students	Other	All	Counseling chair	Quarter 1	Quarter 4		
Increased number of FAFSA nights from 5 to 7	Other	All	Counseling chair	Quarter 3	Quarter 4		
ISS and Saturday detention will be offered as a behavior intervention strategy	Other	All	Administration	Quarter 1	Quarter 4		
Focused attention on student portal usage rate to increase to 95%	Instructional Materials	All	ETC Dept.	Quarter 1	Quarter 4		
Increased student, teacher, parent response rate on My Voice survey by 5%	Instructional Materials	All	Counseling chair	Quarter 3	Quarter 3		
Increased access to What's Next Illinois by having all computer classes offer training during class	Instructional Materials	All	Counseling chair	Quarter 1	Quarter 4		
Extended computer lab and library usage for students, parents, and staff before school and after school	After School/ Extended Day	All	Administration	Quarter 1	Quarter 4		
Attendance office will be staffed by 1 clerk, 2 counselors, and 1 truancy officer	Instruction	All	Administration	Quarter 1	Quarter 4		
College AVID tutors, daytime tutoring center, and after school tutoring will be available and will increase student attendance 5%	Instruction	All	Administration	Quarter 1	Quarter 4		



Strategic Priority 3

After school clubs and activities will be provided, with 3 more clubs added	Other	All	Administration	Quarter 1	On-going		
Senior class mentors will be assigned to freshman instructional advisories	Other	All	Administration	Summer 2012	Quarter 1		
College/Career Center will be maintained in the counseling office with daytime and afterschool hours	Other	All	Counseling chair	Quarter 1	Quarter 4		
College/Career Fair, FAFSA lab nights, and college financial planning nights will be offered to parents	Parental Involvement	All	counseling chair	Quarter 2	Quarter 3		
College application process will be individually tracked by all counselors for all seniors	Other	All	counseling dept.	Quarter 1	Quarter 4		
School information will be shared via website, school marquee, twitter, facebook	Equipment/Technology	All	Tech Chair	Quarter 1	On-going		
Collaboration between social worker, nurse, OT, PT, VI, HI, and sp. ed service provider with gen ed teacher during collaboration time	Instruction	All	Teachers	Quarter 1	Quarter 4		
LRE and RTI strategies (especially Tier II and III) provided though pd	Instruction	All	ILT	Quarter 1	Quarter 4		
Part-time police will be staffed for added security	Other	All	Administration	Quarter 1	Quarter 4		



Strategic Priority 4

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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