



2012-2014 Continuous Improvement Work Plan

Dyett High School

South Side High School Network
555 E 51st St Chicago, IL 60615
ISBE ID: 150162990250798
School ID: 609736
Oracle ID: 66021



Mission Statement

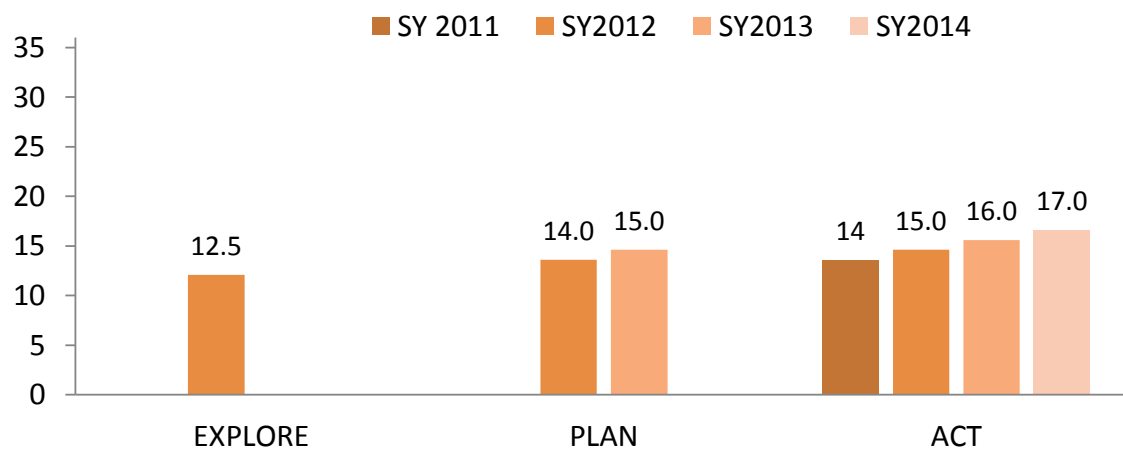
The Walter H. Dyett High School family guides and empowers all students (including those with disabilities) with the academic, emotional and social foundations necessary to become lifelong learners and positive contributors to their local and global communities.

Strategic Priorities

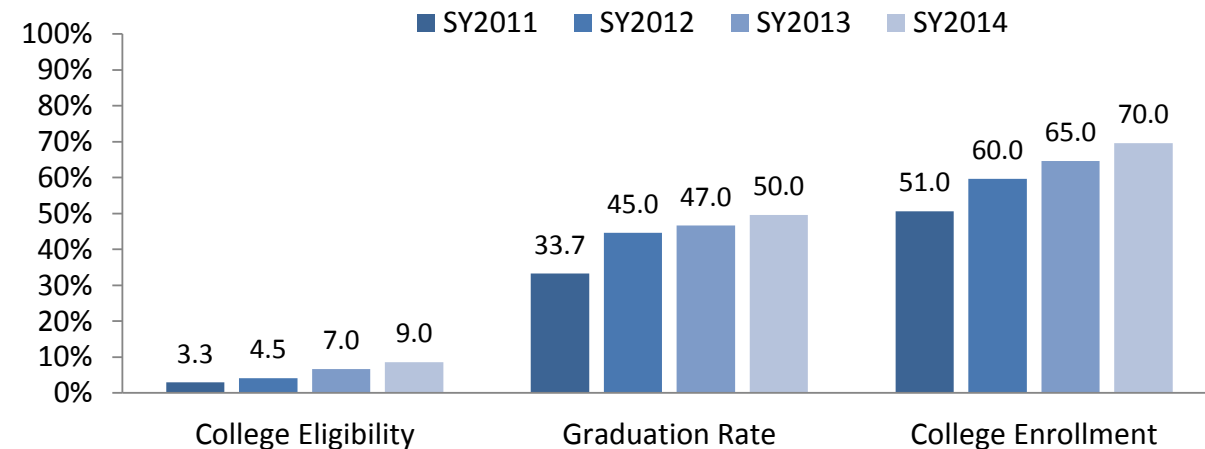
1. Deliberate course programming and interventions during school, after school and summer to ensure all students are On Track to graduate.
2. Increased Literacy instruction effectiveness through professional development focused on the Common Core, and implementation of a reading program that incorporates computers, classroom libraries and test preparation.
3. Culture and Climate- Provide an environment to support affective and cognitive development for student academic success and social responsibility by increasing attendance, On-Track rate, extra curricular participation, and interventions.
4. Developing a post-secondary program with strategies that promote and support college and career readiness for students and parental understanding and expectations for the future of their student.

School 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:	Dyett 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
Patricia Woodson	Principal
Katrina Richard (ILT Teacher Lead)	Classroom Teacher
Lashawn Yancey (Science Department Chair)	Classroom Teacher
Veronica As-Salaam	Counselor/Case Manager
Elizabeth Eweka	Classroom Teacher
Darling Bello (Culture of Calm Coordinator)	Support Staff
Major Lashley (Data Team Lead)	Classroom Teacher
Pernell Chester	Parent/ Guardian
Patrick Bowie	Classroom Teacher
Lentoya Green (Operations Manager)	Support Staff



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		11.7	12.5			College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	3.3	4.5	7.0	9.0
10th Grade - PLAN Average PLAN score		13.4	14.0	15.0		5-Year Graduation Rate % of students who have graduated within 5 years	33.7	45.0	47.0	50.0
11th Grade - ACT Average ACT score	14.0	13.6	15.0	16.0	17.0	College Enrollment % of graduates enrolled in college	51.0	60.0	65.0	70.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.5	0.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.0	2.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	62.5	66.0	70.0	80.0	Misconducts Rate of Misconducts (L4-6) per 100	24.4	14.4	10.0
Freshman On-Track % of Freshman Students on-track	37.1	70.0			Sophomore On-Track % of Sophomore students on track	33.7	30.0	75.0



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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	5.4	10.0	15.0	18.0		PSAE Reading % of students exceeding state standards	0.0	3.0	4.0	5.0
PSAE Mathematics % of students meeting or exceeding state standards	8.1	13.0	16.0	19.0		PSAE Mathematics % of students exceeding state standards	0.0	3.0	4.0	5.0
PSAE Science % of students meeting or exceeding state standards	5.4	9.0	12.0	15.0		PSAE Science % of students exceeding state standards	0.0	3.0	4.0	5.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			
	<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. 	Goals are set and process for planning laid out, however, plan was switched mid-year without full implementation of initial plan.	1
	Principal Leadership ----->			
	<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. 	Little to no follow-up, Principal monitoring inconsistent No open houses, curriculum nights etc. for families Not proactive in regards to planning of events for the school year	1

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>Same staff members participate and/or facilitate all duties Little to no formal follow-up that is consistent with goals of professional learning</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 	<ul style="list-style-type: none"> ILT is made up of department chairs ILT focuses on planning/implementing/monitoring of learning cycles Data analysis is not consistent Whole staff buy-in has not been garnered Follow-up of learning cycles is not as effective as it could be Limited principal support for the ILT Some staff unaware of current data Professional Development is not aligned to focus on teaching and learning 	1
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. 	<ul style="list-style-type: none"> Limited monitoring of data or evidence based Data is not used to drive instructional or school-wide practices. 	1

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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>Some classes do not have appropriate texts to meet differing needs of learners</p> <p>Units, scope, and sequence are not done collaboratively</p>	
	Instructional materials ----->			1
	<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>Some textbooks are outdated</p> <p>Materials do not support differentiation of instruction</p> <p>Supplemental materials not available due to previous year budget constraints</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>School team is in place and protocols developed for meetings Assessments are administered - data is not always used to drive instruction</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			1
<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>Communication of learning objectives is inconsistent from classroom to classroom No clear protocol established between SPED and Gen Ed teachers or collaboration</p> <p>Instruction is often delivered in whole group and few opportunities fo small group instruction</p> <p>Limited opportunities for SPED students with few oppourtunities for individual instructions</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			1
	<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>Limited interventiion for students - Parent conferences and Peace Circles are implemented on several days a week. Interventions are detetmined on an individual bases. Limited school-wide systems</p>	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>No school-wide structures Ensures that professional development is ongoing, job-embedded, and relevant to faculty/staff</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>There are common planning periods for departments everyday</p> <p>There are meeting agenda and sign-in sheets</p> <p>Departments meet once/week</p> <p>There are clear protocols and norms for meeting and discussions</p>	
DIMENSION 3: I	Instructional coaching ----->			1
	<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>No evidence of formal coaching in place</p> <p>No formal in house induction for new teachers</p> <p>Teachers rarely receive quality feedback from principal</p> <p>Peer learning walks are conducted occassionally</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>Intense college discussions and preparation happens in the senior year. Students and Division teachers worked collaboratively to develop course request for 2012-2013 school year. Parent signatures required on course request.</p> <p>Underclassmen are not receiving college and career ready instruction</p> <p>College is mostly pushed, alternative programs to college are not discussed or emphasized</p>	
	Relationships ----->			1
	<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 are not treated equally in regards to interactions with staff. Lack of a strong community in the classroom. Some teachers celebrate successes in the classroom. Student work is often posted and updated. Art work is post and updated on a regular bases.</p>	
Behavior & Safety ----->			1	
	<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>Inconsistent - Limited school-wide procedures in place. School environment does not support high expectations</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			1
	<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. 	<p>No Open House for Families. Limited out reach for parental participation Limited systems in place to inform parents of student progress.</p> <p>Little to no funding for orientation activities</p> <p>Lack of participation from families</p>	
	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. 	<p>School makes automatic phone calls to make important announcements. No clear update of demographic information for students. Report cards are distributed to students quarterly. school sends mailing to homes, however, the database contains many wrong addresses and phone numbers</p>	
	Bonding ----->			1
	<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. 	<p>school is not typically run in a business-like manner</p> <p>little to no opportunities for parents and community members to engage in activities in the school community</p>	

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	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			2
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	College Lab UIC post Secondary coach Dyett Goes to College Decision Day Application Day College Field Trips	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	College Lab Various College Tours Little Information is shared with students regarding non-college options	
Academic Planning ----->			2	
<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. 	Conferences held with students pertaining to scholarships. Students and Division teacher collaborated on course selections for 2012-2013. Parents signatures required for course selection. Select group of students receive the majority of support		
Enrichment & Extracurricular Engagement ----->			1	
<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. 	Student interest for extracurricular activities is low. Few opportunities for extra curricular activities. Lack of student interest survey. Same group of students participate in everything		

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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. 	All students participate in college and career ready twice yearly	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	All 11th and 12th grade are provided information on college options, cost and financial aid. Limited parental	
Transitions ----->			2	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	Limited connection to the community Strong partnership with the garden program. Yes Program in place to support at-risk students. ROTC Program support student in the city-wide training program.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			1
	<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. 	<p>School discretionary funding is not aligned to identified needs and priorities</p> <p>Community partnerships are limited to CPS funded and the garden program</p>	
	Building a Team ----->			1
	<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. 	<p>Principal interviewed and hired with little input from staff. Lack of team building and communication between staff. Lack of a social committee. SPED and Gen Ed teams are not intentionally designed to support student success.</p>	
Use of Time ----->			2	
	<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. 	<p>Schedule is designed based on the number of minutes per subject or course - 46 minute periods.</p> <p>Limited interventions for struggling students at all levels</p> <p>Limited collaboration time for teachers - only during common planning time that is not scheduled weekly.</p>	

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

The Walter H. Dyett High School family guides and empowers all students (including those with disabilities) with the academic, emotional and social foundations necessary to become lifelong learners and positive contributors to their local and global communities.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Deliberate course programming and interventions during school, after school and summer to ensure all students are On Track to graduate.	The Graduation rate is lower than not only the Southside Network but also the District. There are 671 credits currently that need to be recovered
2	Increased Literacy instruction effectiveness through professional development focused on the Common Core, and implementation of a reading program that incorporates computers, classroom libraries and test preparation.	The school-wide Targeted Instructional Area is Reading Comprehension. Increased Literacy is required in order to increase student Achievement on ACT and to increase students meeting and exceeding PSAE benchmarks.
3	Culture and Climate- Provide an environment to support affective and cognitive development for student academic success and social responsibility by increasing attendance, On-Track rate, extra curricular participation, and interventions.	Attendance is the lowest in the SouthSide Network and lower than the district average for high schools Tardiness continues to impact daily attendance. High number of misconduct reports.
4	Developing a post-secondary program with strategies that promote and support college and career readiness for students and parental understanding and expectations for the future of their student.	To increase college eligibility, graduation and college enrollment rates.
5		



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
Deliberate course programming and interventions during school, after school and summer to ensure all students are On Track to graduate.	The Graduation rate is lower than not only the Southside Network but also the District. There are 671 credits currently that need to be recovered

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize Longer School Day to implement Credit Recovery Program	After School/Extended Day	All	Programming	Quarter 3	Summer 2013		
Utilize data to inform Credit Recovery Offerings	After School/Extended Day	All	Programming	Quarter 4	Summer 2012		
Offer After school/Lunchtime Tutoring	Other	All	Principal	Summer 2012	Quarter 4		
Implement Quarterly Assemblies to celebrate Academic Achievement	Other	All	On-Track Team	Summer 2012	Year 2		
1/2 Cap Ceremony	Other	Other student group	On-Track Team	Summer 2012	Quarter 4		
Send out Quarterly Mailings & Increase Robo-Calls	Parental Involvement	All	Clerical Staff/Programming	Summer 2012	Year 2		
Facilitate Quarterly Parent Meetings	Parental Involvement	All	Principal	Summer 2012	Year 2		
Increase Gradebook Use (Staff, students, Parents) through School Community wide Professional Development and Workshop	Professional Development	All	Principal/On-Track	Summer 2012	On-going		
Reach Attendance Percentage Goals through Incentive Based Programs	Other	All	Principal	Summer 2012	On-going		
Expand On-Track Team to include all grade levels	ILT/ Teacher Teams	All	Principal	Summer 2012	Quarter 1		
Review credits at the end of each marking period to ensure that students are on track	Other	All	Counseling Staff	Summer 2012	Year 2		
Implement an online credit recovery program	Instruction		Staff	Summer 2012	Year 2		
Train two staff members to work in the lab to support online credit recovery	Instruction	All	Staff	Summer 2012	Year 2		



Strategic Priority 1

Continue and expand the Yes Program to work with at-risk students to support credit recovery	Other	Other student group	YES Coordinator Counselor staff	Summer 2012	Year 2		
Expand the Yes Program to include sophomores and juniors for after-school tutoring	Other	Other student group	YES Coordinator Counselor staff	Summer 2012	Year 2		

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
Increased Literacy instruction effectiveness through professional development focused on the Common Core, and implementation of a reading program that incorporates computers, classroom libraries and test preparation.	The school-wide Targeted Instructional Area is Reading Comprehension. Increased Literacy is required in order to increase student Achievement on ACT and to increase students meeting and exceeding PSAE benchmarks.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development for aligning instruction and assessments to common core standards	Professional Development	All	Principal	Summer 2012	On-going		
Continue to use a research based purchased reading program	Instructional Materials	All	Principal	Summer 2012	On-going		
Establish assessment Rubric to ensure alignment to standards	Professional Development	Not Applicable	ILT	Summer 2012	Quarter 1		
Professional Development for reading program	Professional Development	Not Applicable	Principal	Summer 2012	Quarter 1		
Academic Approach for test preparation for grades 9-12	Instructional Materials	Other student group	Principal	Summer 2012	Quarter 3		
Common Core Supplemental Materials	Instructional Materials	All	Principal	Summer 2012	Quarter 4		
Technology Upgrade	Supplies	All	Operations	Summer 2012	Summer 2012		
Expand classroom libraries	Instructional Materials	All	ILT principal Operations	Summer 2012	On-going		
Purchase of supplemental instructional materials that are rigorous yet accessible for SPED students	Instructional Materials	Students With Disabilities	Operations	Summer 2012	Quarter 1		
Develop a daily schedule for all core subjects to work on reading skills as identified by Empower 3000	Instruction	All	ILT and Principal	Summer 2012	Year 2		
Develop a literacy program utilizing the reading teacher	Instruction	All	ILT and Principal	Summer 2012	Year 2		
Select supplemental instructional materials that are rigorous and accessible for SPED students	Instructional Materials	Students With Disabilities	SPED Dept Gen Ed	Summer 2012	Year 2		
Select and develop literacy strategy for each quarter	Instruction	All	Principal ILT	Summer 2012	Year 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
Culture and Climate- Provide an environment to support affective and cognitive development for student academic success and social responsibility by increasing attendance, On-Track rate, extra curricular participation, and interventions.	Attendance is the lowest in the SouthSide Network and lower than the district average for high schools Tardiness continues to impact daily attendance. High number of misconduct reports.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish School Calendar	Other	All	Principal	Summer 2012	Quarter 1		
Implement Bi-Monthly Speaker Series (Schoolwide assembly kickoff in August, small group discussions thereafter)	After School/ Extended Day	All	Principal and Staff	Summer 2012	On-going		
Social Events for students to increase school spirit, personal pride, and develop social and emotional skills	Other	All	Principal and Staff	Quarter 1	On-going		
Increase the amount of academic, non-collegiate field trips	Instruction	All	Principal and Staff	Quarter 1	On-going		
Increase Classroom Based Service Learning Projects	Instruction	All	Staff and Service Learning Coord.	Quarter 1	On-going		
Professional Development for Teachers on Incorporating Service Learning into the classroom	Professional Development	All	Service Learning Coord.	Summer 2012	Quarter 1		
Continued Use of Knock at Midnight to combat Truancy	Parental Involvement	Other student group	Principal/Operations	Summer 2012	On-going		
Identify a coordinator for the Homeless Program and establish protocols for the programs such as passing out bus passes	Other	Other student group	Principal/Operations	Summer 2012	On-going		
Design,Develop, and Distribute Staff/Student Handbook	Supplies	All	Principal	Summer 2012	Quarter 1		
Development and Implementation of Schoolwide Dress Code	Other	All	Principal	Summer 2012	Quarter 1		
Develop 3-5 Basic Non-Negotiables for Staff and Students	Other	All	Principal and Staff	Summer 2012	Quarter 1		
Professional Development for Non-Instructional Staff on Roles, Responsibilities, Expectations and Professional Standards	Professional Development	Not Applicable	Principal	Summer 2012	Quarter 1		

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
Developing a post-secondary program with strategies that promote and support college and career readiness for students and parental understanding and expectations for the future of their student.	To increase college eligibility, graduation and college enrollment rates.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All Students will complete interest inventory on Paper and on What's Next Illinois	Equipment/Technology	All	Instructional Staff	Quarter 1	Quarter 1		
Students will develop Graduation and Post-Secondary Plan	Supplies	All	Post-Secondary/Staff	Quarter 1	Quarter 1		
Students will develop and maintain a Portfolio	Supplies	All	Post-Secondary/Staff	Quarter 1	On-going		
Development of Standard Operating Procedures for Technology Labs to increase efficiency	Equipment/Technology	Not Applicable	Operations	Summer 2012	Summer 2012		
Implementation of College and Career Theme Days	Other	All	Post-Secondary/Staff	Quarter 1	On-going		
Career Fairs	Other	All	Post-Secondary/Staff	Quarter 1	On-going		
College Fairs	Other	All	Post-Secondary/Staff	Quarter 1	On-going		
Students will complete research and complete posters on their desired career	Supplies	All	Post-Secondary/Staff	Quarter 2	Quarter 2		
Professional Development for Staff on how to expose and prepare students for Post secondary options in the classroom using current curriculum	Professional Development	Not Applicable	Post-Secondary/Staff	Quarter 1	On-going		
Implementation of Job Shadow Days	Parental Involvement	All	Principal/Post-Secondary	Quarter 1	On-going		
Workshops on Job Readiness Skills via Community Partners	Other	All	Post-Secondary/Staff	Quarter 1	On-going		
Career and College Fairs for students with disabilities	Other	Students With Disabilities	SPED Staff Post-Secondary Staff	Quarter 1	On-going		

