



**2012-2014 Continuous Improvement Work Plan**

# Hope College Preparatory High School

Southwest Side High School Network

5515 S Lowe Ave Chicago, IL 60621

ISBE ID: 150162990250799

School ID: 609768

Oracle ID: 49091



## Mission Statement

Mission: To be successful, we must design our school to address the needs of students indicative of our population. We will create the desire to excel and establish a professional, respectful, caring, student-centered environment, committed to high standards of literacy and “Excellence without Excuses.” Our “Excellence without Excuses” motto comes from our recognition of socio-economic barriers faced by our students and our commitment to overcome them. The school demands dedication by our faculty, staff, administration, and most of all our parents and students enrolled in the school. We are a college preparatory high school with an eye on the future.

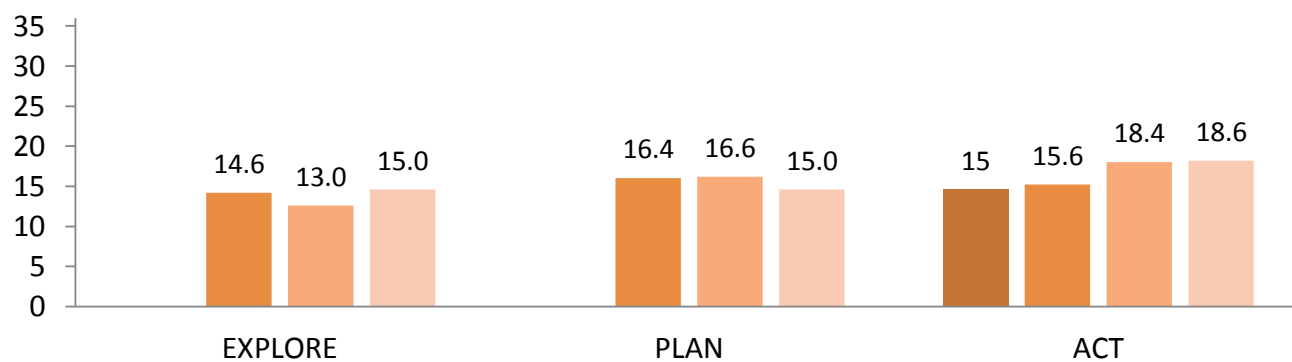
## Strategic Priorities

1. Teachers and administration will create a system driven to achieve mastery of both College Readiness Standards and Common Core skills with high levels of accountability in areas of student achievement.
2. Teachers, administration and support personnel will all be committed to high expectations for student learning, implementing Common Core and take responsibility for the results achieved.
3. Classroom management is a key component of engaging instruction. Teachers and staff participated in both CHAMPS and PBIS training and are currently implementing school-wide.
4. Increase college access to all students by ensuring high quality college/universities matches, and increase in graduation rate at the postsecondary level by improving higher education and lifelong learning opportunities for students.

## School Performance Goals

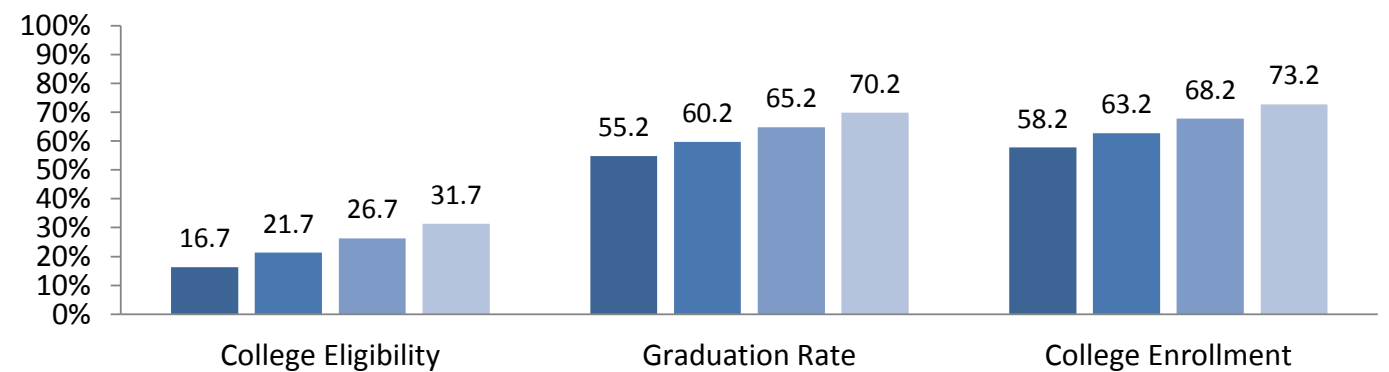
### EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



### 12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](http://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:	Hope College Preparatory 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
Micheal Durr	Principal
Jenelle Spearmon	Assistant Principal
Akil Khalfani	Other
Kyla Mathews	Lead/ Resource Teacher
Lindsay Brown	Lead/ Resource Teacher
Deani Jordan	Special Education Faculty
Yolanda Tomlin	Special Education Faculty
Paula Novak	Classroom Teacher
Cheryl Jordan	Lead/ Resource Teacher
Micheal Finney	LSC Member
Ruthie Murdock	LSC Member
Donnell Williams	Parent/ Guardian



## 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
<b>9th Grade - EXPLORE</b> Average EXPLORE score		12.6	14.6	13.0	15.0	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	16.7	21.7	26.7	31.7
<b>10th Grade - PLAN</b> Average PLAN score		14.4	16.4	16.6	15.0	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	55.2	60.2	65.2	70.2
<b>11th Grade - ACT</b> Average ACT score	15.0	13.6	15.6	18.4	18.6	<b>College Enrollment</b> % of graduates enrolled in college	58.2	63.2	68.2	73.2

EPAS Growth	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
<b>PLAN to ACT</b> 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	
<b>Attendance Rate</b> Average daily attendance rate	72.2	77.2	82.2	87.2	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	24.0	20.0	16.0	12.0
<b>Freshman On-Track</b> % of Freshman Students on-track	63.6	68.6	73.6	78.6	<b>Sophomore On-Track</b> % of Sophomore students on track	80.8	85.0	88.0	91.0



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	11.3	16.3	21.3	26.3		<b>PSAE Reading</b> % of students exceeding state standards	0.0	4.0	8.0	12.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	8.3	13.3	18.3	23.3		<b>PSAE Mathematics</b> % of students exceeding state standards	0.0	4.0	8.0	12.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	7.5	12.5	17.5	22.5		<b>PSAE Science</b> % of students exceeding state standards	0.0	4.0	8.0	12.0

**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
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>*KPIs have been identified in 5 areas: Attendance, Freshman On-Track Rate, Reading Gains, Math Gains and the number of Discipline Infractions. Submission of accurate attendance through Gradebook is a priority of each teacher and is heavily enforced by Administration &amp; the Attendance Office. Students are issued alternative detentions and suspensions instead of out of school suspensions. College fairs and tours are sponsored by the Counseling Dept for all grade levels. Post-Secondary Lab is open during and after school where the students receive guided instruction on applying for scholarships, applying for college &amp; university admission and exploring various vocational options.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>*Principal has organized systems and teams lead by chairpersons which exhibit leadership and are liaisons between the departments &amp; administration</p> <p>*Principal nurtures a culture of college and career readiness by supporting &amp; cultivating the work of the Counseling Dept</p> <p>*Principal provides clarity when translating the vision at each onsite professional development by involving the entire staff in healthy dialogue when gauging where are we as a school, where are we going, and how will we get there?</p> <p>*Principal allows departments to assess its own needs, request appropriate materials and other development opportunities</p> <p>*The Principal's report during the Local School Council is a full report of the school's academic standings, new initiatives, etc</p>	

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<b>Teacher Leadership</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<ul style="list-style-type: none"> <li>*Each teacher in the building is a member of a committee/team which promotes the forward progress of the student body and overall vision of the school (included but not limited to):               <ul style="list-style-type: none"> <li>-ILT</li> <li>-Grade level team</li> <li>-Culture of Calm Site Team</li> <li>-Freshman/Sophomore Success Team</li> <li>-mentor teacher</li> <li>-SIPAAA/CWIP team</li> <li>-Teachers' Union representation/Professional's Problem Committee</li> </ul> </li> <li>*Weekly department meetings and cross curriculum meetings foster collaboration between colleagues which facilitates productive conversation around student achievement</li> <li>*Freshman/Sophomore Success Team meetings are fully organized and are aligned to assess the data which illustrates progress toward a successful on-track rate</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<ul style="list-style-type: none"> <li>*All core dept chairs, counselor, Freshman on Track Coordinator &amp; Asst Principal make up the team</li> <li>*Conducted quarterly PSAE/Interim testing cycles</li> <li>*Transitioned teaching staff to aligning curriculum/lesson plans to College Readiness Standards</li> <li>*Freshman Team has begun implementing Common Core State Standards</li> <li>*Facilitates new information and action items within department meetings</li> <li>*Monitors re-teaching plans with alignment to improving student deficiencies.</li> <li>Teachers understand the impact of technology on student learning and has infused technology within all courses.</li> </ul>	
<b>Monitoring and adjusting</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>*(Classroom Level)-Student Score Cards-Systematic approach to analyzing data</li> <li>*(Department Level)-Report submitted capturing overall &amp; grade level strengths &amp; weaknesses</li> <li>*(School Level)-Teachers meet quarterly with administration to discuss re-teaching plans</li> </ul>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>*Curriculum alignment to College Readiness State Standards</li> <li>*Grade level teams discuss overall integration of skills and interdisciplinary units</li> <li>*Utilize the common core standards to focus on reading and writing skills.</li> <li>*Pull out the grammar skill for Common Core and College Readiness Standards.</li> <li>*Use the text, resources, and student-focused technology to teach the Common Core.</li> <li>*Utilize test data to drive key grammar skills and re-teaching strategies. *Incorporation of clearly written accommodations and modifications in lesson plans *Collaboration amongst special education and general education teachers on instructional strategies for inclusive teaching *Common planning to ensure appropriate instructional adaptations. *Teachers integrate curricula</li> </ul>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<ul style="list-style-type: none"> <li>*Each course team has a text used by each student along with standards-based supplemental materials</li> <li>*Grade level curriculum maps were developed by grade level teams to ensure grade level mastery of skills</li> <li>*All assessments and lesson plans are aligned to College Readiness Standards</li> <li>*Software and other technology (including online resources) are used in conjunction with authentic and traditional materials in certain subjects as Spanish I &amp; II. *</li> </ul>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<ul style="list-style-type: none"> <li>*CIM data base is used to generate classroom data: classroom teachers analyze the Item Analysis Report to set classroom goals; the Skills Analysis Report is used analyze grade level outcomes</li> <li>*Each grade level uses Southwest Network Interim Assessments and their respective EPAS exam</li> <li>*Case Manager leads the charge to ensure that the necessary accomodations are provided for students; schedules and classroom assignments are provided in advance to all testing dates</li> <li>* Course teams are developing unit plans to incorporate Common Core Standards. The ILT will lead the charge for this initiative.</li> </ul>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>Roosevelt University provided an intital three week professional development on Blooms taxonmy and Common Core on a continual basis. The World Language utilize an interactive learning program that ensures learning objectives are clearly communicated by presenting them at the beginning of each lesson and they are repeated throughout the lesson. Teachers provide oral and visual presentation of objectives before instruction and revisit them at the end of the lesson for students to see relevance in their learning. Each teacher uses distinct technology to enhance presentations and broaden student knowledge base through additional information.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	<b>Intervention</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>Teachers administer common pretest and post test then do an item by item analysis of the responses to determine and conduct exercises that correct deficiencies giving each student opportunities for student growth and academic success. Studentwvs are provided with individualized instructional strategies and learning activities that address their learning styles and are provided with continuous feedback on their performance which occur immediately, daily, weekly and as administrative directives mandates.</p>	
<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>All departments have a common planning period that meets daily. These meetings are facilitated by the department chairs (who are all members of the ILT, who meet daily first period). The principal and assistant principal facilitate most department chair meetings who then facilitate their department meetings. Every Wednesday the principal and assistant principal facilitate the department meetings. Staff development is constant and on going on a daily basis. All teachers must participate in bi-weekly peer to peer observations which include in post conference which include coaching and teacher collaboration.</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	Weekly grade-level meetings of both general education teachers and special education teachers to discuss data and student learning and interventions. *Bi-weekly meetings of Service Providers/Special Education Teachers to discuss individual student learning, data, interventions, and instructional best practices.*Teachers have Common Planning periods by course team with also allows for grade level meetings to take place on a daily basis. All special education teachers are also assigned a Common Planning period with the discipline that they are currently teaching in. *Student learning is monitored from quarterly and interim assessment data and individualized reteaching plans are created.	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	Teachers observe each other and engage in peer teaching, ensuring students receive the best instruction possible twice a month. Teachers encourage students to seek assistance from other teachers within the instructional content area to maximize/enhance content acquisition. Administration along with members of the ILT have teachers that they mentor for professional growth to improve student achievement. Professional developments are planned after a detailed needs assessment from teachers and staff.	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>Teacher training on What's Next Illinois and increased student usage. English and AVID teachers are implementing the routine use of the online tracking tool into their curriculum. Counselors provide a monthly calendar of college readiness activities for students and staff to complete. Students, beginning at the 9th grade, are exposed to colleges through school presentations given by current college students (Hope Alum) and college admissions counselors. Student leadership training is provided through MIKVA Challenge for 9th - 12th grade students.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>9th &amp; 10th grade students primarily work one-on-one with the On-Track Coordinator. Additional support is offered for these students through the Adopt-A-Student Program. Freshman and Sophomore teachers choose up to three (3) students to adopt (mentor) who have experienced some extreme difficulties with behavior/attendance. An external partner, Chicago Child Care Society, supports our teen parents (male/female), during the school day with goal-setting, parenting classes, child care, etc. An external partner, ASSIST Her, also works in conjunction with school staff to support our 10th grade female students, teaching more appropriate social behaviors and setting goals. *Service Providers advocate for Students with Disabilities to ensure implementation of students IEP</p>	
<b>Behavior &amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>At least 95% of all classrooms have expectations posted and highly visible (e.g. CHAMPs). Teachers are considered first responders in the classroom for discipline infractions that are identified in Groups 1 - 3, and must institute restorative approaches prior to referring to the discipline office. Networking with external partners to address attendance and behavior with targeted students. Non-negotiables are posted throughout the building in common spaces and are revisited by staff. On-going professional development for staff who</p>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	Monthly the principal provides a "State of Hope" address to all stakeholders at both the LSC and PAC scheduled meetings. At registration parents are encouraged to log onto parent portal and also given the opportunity to do so at the school. Counselors provide families with the best fit schools for families relocating and the students in transition grades. Both student and parents have the opportunity to	
	<b>Ongoing communication</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Parents are continuously informed about additional learning opportunities that are made available to their student. Parents are encouraged to shadow their student for a full day and anytime during the school year. Teachers submit weekly call logs where they monitor all contact with parents/guardians.	
	<b>Bonding</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	School has created a culture of calm throughout the building, which fosters an environment conducive to learning. The principal serves as the instructional leader and encourage the community and families to be active participates in the educational process. The principal weekly sends brief school updates on the all dial systems. Continuing to establish a learning environment that is conducive to student acheivement in every class allows students to take ownership and develops strategies that fosters respect, responsibility and self worth.	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	Hope has identified several social service agencies to support our students and parents. Services included Teen Pregnancy Intervention, Assist Her, Mikva Challenge, Ada S. McKinley, Office of Specialize Services and New Life Knew Solutions. All of the services listed help address attendance and social emotional behaviors that may impede upon students academic success. Our homeless liaison	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	All students have access to explore college and career options by utilizing purchased internet software such as Naviance. Students are also provided the opportunity to attend both college tour and fairs provided by the school. Students with disabilities participate in Transition Seminar, twice per month, to explore and research	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	Through our guidance curriculum lessons we provide all students with copies of thier transcripts to review grades and understand the importance of taking challenging Honors and Advance Placement classes. Students are also given a diagnostic test the first week of class to ensure that they will be able to understand the scope of the class. The school constantly provide and expose students to current trends in technology.		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	Hope provides students with a wide range of enrichment programs such as Upward Bound, Mind Matter, Mikva Challenge, Harris Fellows as well as a variety of team sports as well as academic clubs and organization.		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>All students participate in test taking workshops that builds their skills in test preparation and strategies. This will assist in preparing students for their quarterly Explore, PLAN and practice ACT test assessments.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Students and parents are invited to attend monthly meetings that address college eligibility and affordability. The meetings focus on college and career awareness topic including college application process, scholarship search process and financial aid workshops. Admission advisor from various colleges and universities also come out and speak to students and parents about their school and price as well.</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>Senior Seminar workshops are provided to ensure all seniors have a postsecondary plan after high school. Former high school graduates are invited back to speak with seniors on how to make a successful transition. Seniors are also encouraged to participate in summer programs at various community colleges and universities to help enhance writing, reading and math skills before taking college courses in the fall. Students with disabilities are connected with outside agencies, such as DHS, to receive post-secondary support and resources.</p>	



**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	School allocates discretionary spending to support student achievement. The computer labs are in the process of being upgraded to include modern technological programming. In preparing students for college, the school provides purposeful ACT Prep instruction during and after the regular school day. Teachers have participated in multiple informational trainings and found that Achieve 3000 would be instrumental in implementing as an enrichment program to address the Language Arts needs of the entire student population. In an effort to celebrate student success, discretionary funds are allocated to such programs to	
	<b>Building a Team</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	Hiring practices are based on the assessment of the needs of the student and school. This process has various steps which includes: a first round interview with the ILT, second round classroom lesson demonstration (lesson plan submission required) and a final interview with the administrative team. Substitutes that provide quality instruction for students when assigned teachers are absent are placed on our substitute preference list.	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	Our full school day plan includes an enrichment, transitional and senior seminar class which was designed based on the needs of our students. Departments, Department Chairs (ILT) all have common planning time which fosters meaningful collaboration in both department and grade level teams.	

## 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

Mission: To be successful, we must design our school to address the needs of students indicative of our population. We will create the desire to excel and establish a professional, respectful, caring, student-centered environment, committed to high standards of literacy and "Excellence without Excuses." Our "Excellence without Excuses" motto comes from our recognition of socio-economic barriers faced by our students and our commitment to overcome them. The school demands dedication by our faculty, staff, administration, and most of all our parents and students enrolled in the school. We are a college preparatory high school with an eye on the future.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Teachers and administration will create a system driven to achieve mastery of both College Readiness Standards and Common Core skills with high levels of accountability in areas of student achievement.	Improve teacher practices and strategies to increase the educational outcomes of all students. We want to create a teacher selection process that ensures the best teachers (highly qualified) are servicing our students.
2	Teachers, administration and support personnel will all be committed to high expectations for student learning, implementing Common Core and take responsibility for the results achieved.	We want to ensure that all teachers use research-based instructional methods consistently to ensure students are achieving expected gains in all core subjects while actively engaging themselves in an enriched experience in all subjects.
3	Classroom management is a key component of engaging instruction. Teachers and staff participated in both CHAMPS and PBIS training and are currently implementing school-wide.	School climate characterizes the overall organization of our school building and classroom environment. And the school culture denotes the shared beliefs, ideas, values and standard for expected student and teacher (staff) behavior.
4	Increase college access to all students by ensuring high quality college/universities matches, and increase in graduation rate at the postsecondary level by improving higher education and lifelong learning opportunities for students.	We want to increase the numbers of students that will complete postsecondary programs of study. We are bridging the gap from high school to postsecondary education. Making sure parents are active and well informed through this process is a key component, along with preparing all students for a successful postsecondary experience.
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
Teachers and administration will create a system driven to achieve mastery of both College Readiness Standards and Common Core skills with high levels of accountability in areas of student achievement.	Improve teacher practices and strategies to increase the educational outcomes of all students. We want to create a teacher selection process that ensures the best teachers (highly qualified) are servicing our students.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administration designs professional development opportunities for teachers as they are shared by the Board of Education	Professional Development	Not Applicable	Administration	Summer 2012	On-going	On-Track	Administration along with the ILT will complete a detailed needs assessment of needed professional development.
Collaborative teams use weekly department meetings to share and implement best practices across the grade levels; formulate next steps for implementing new strategies based on peer observations.	Instruction	Not Applicable	Teaching Staff	On-going	On-going	On-Track	Collaboration is an effective tool to ensure that best practices are shared and continuity exist throughout the building.
Continue alignment and implementation of current curriculum to the Common Core Standards for grades 9 - 10 by incorporating high quality texts into the curriculum.	Instruction	All	Teaching Staff	On-going	On-going	Behind	Higher order thinking skills include critical, logical, reflective, and creative thinking and promote continued growth in these and other intellectual skills.
Rigorous and relevant academic standards and assessment systems are in place for every student to ensure mastery of essential knowledge and skills.	Instructional Materials	All	Teaching Staff	Summer 2012	On-going	On-Track	Leadership will be essential in developing a school culture that embraces a rigorous and relevant education for all students.
Implementation of a system that facilitates continuous learning and professional development to support high quality performance of all employees.	Professional Development	All	Administration	Summer 2012	On-going	On-Track	
Core teams will create common unit plans and lessons, develop course team maps and differentiate instruction.	Instruction	All	Administration & Teaching Staff	Summer 2012	On-going	On-Track	Unit-planning processes are meant to clarify and organize the knowledge and skills.





### 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
Teachers, administration and support personnel will all be committed to high expectations for student learning, implementing Common Core and take responsibility for the results achieved.	We want to ensure that all teachers use research-based instructional methods consistently to ensure students are achieving expected gains in all core subjects while actively engaging themselves in an enriched experience in all subjects.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Baseline EPAS assessments which give students, teachers and parents informative data as students start the school year	ILT/ Teacher Teams	All	ILT/Department Chairs/Administration	Quarter 1	On-going	On-Track	Data will be compiled per year assessing whether students are attaining growth between consecutive school years
Professional development: 100% teaching staff will be trained on generating data via CIM; completing a Re-teaching plan; setting growth goals per student, per class	Professional Development	All	ILT/Department Chairs/Administration	Summer 2012	On-going	On-Track	The ILT will facilitate the "Driven by Data" process.
Professional development: Common Core integration at the 9th & 10th grade level	Professional Development	Not Applicable	Teaching staff	Summer 2012	On-going	Behind	CPS offers weekend Common Core sessions (two per month); teachers are encouraged to attend via cps university
Quarterly Assessments reflecting progression in class % of students meeting the CRS band in English, Math, Reading and Science; demonstrating grade level expected gains are on-track	Instruction	All	core department teachers	On-going	On-going	On-Track	Quarterly assessments provide the data needed to drive instructional practices.
Freshman and Sophomores College Plan Unit: 9th and 10th graders culminate testing by participating in a mock college fair, from the assessment students tracked their scores to aligned to a college/university of their choice. Students also attended a college fair.	ILT/ Teacher Teams	Other student group	9th & 10th core teachers	On-going	On-going	On-Track	Freshmen and Sophomore On-Track Coordinator and Counselors will assist in the success of this objective.
Increase EPAS growth by individualizing instruction and detailed analysis of interim assessments data to drive instructional practices.	Instruction	All	ILT/Department Chairs/Administration	On-going	On-going	On-Track	The ILT will facilitate the "Driven by Data" process.



### 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
Classroom management is a key component of engaging instruction. Teachers and staff participated in both CHAMPS and PBIS training and are currently implementing school-wide.	School climate characterizes the overall organization of our school building and classroom environment. And the school culture denotes the shared beliefs, ideas, values and standard for expected student and teacher (staff) behavior.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administrators, teachers, students and parents participate in the decision making process.	Parental Involvement	All	Culture of Calm	On-going	On-going	On-Track	Open forums are used to communicate between staff and parents, such as LSC, Parent Teacher Conferences, Parent Nights
The building and its arrangements reflect the children, their needs, and their educational accomplishments.	Equipment/ Technology	All	Staff & Students	Summer 2012	On-going	On-Track	The school's environment will promote healthy and positive relationships and attitudes for all staff and students.
Optimize student learning environment by improving systems of accountability for scheduling, safety plans and school cleanliness.	Instruction	All	Classroom Teachers	Summer 2012	On-going	On-Track	We have an improvement plan now in place for the physical environment of the school building, and the surrounding ground.
Students will participate in the attendance recovery plan which requires all students who arrive to school after 8:20 to stay for instructional minute recovery.	Other	All	Safety & Security	On-going	On-going	On-Track	Culture of Calm uses data to illustrate high traffic areas, concerning times of the day, repeat offenders, etc
Positive interaction between teachers, security and students are encouraged and promoted through training (Foundations, Champs, PBIS).	Other	All	School Staff	On-going	On-going	On-Track	School climate promotes respect between adults and students. Adults advocate for and build positive relationships with students to modify behaviors.
All staff and students are trained to prevent and resolve conflicts (Group sessions with Think First , Conflict Resolution, Mikva Challenge).	Professional Development	All	Staff & Students	On-going	On-going	On-Track	Teaching staff participates in year long PDs hosted by CPS titled <i>Discipline in the High School Classroom</i> . The school has a school-wide initiative dedicated to CHAMPS, which promotes positive behaviors in the classroom.
A comprehensive and aligned system of support for the academic success and general well-being of all students that promotes and sustain meaningful partnerships, between all stakeholders.	Instruction	All	Staff & Students	On-going	On-going	On-Track	
Mutal respect of students, teachers, administrators and parents are acknowledged and demonstrated through continual trainings and workshops.	Staffing	All	Culture of Calm	On-going	On-going	On-Track	





### 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
Increase college access to all students by ensuring high quality college/universities matches, and increase in graduation rate at the postsecondary level by improving higher education and lifelong learning opportunities for students.	We want to increase the numbers of students that will complete postsecondary programs of study. We are bridging the gap from high school to postsecondary education. Making sure parents are active and well informed through this process is a key component, along with preparing all students for a successful postsecondary experience.

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Ensure 70% of Seniors continue their postsecondary education and the Post-Secondary team will monitor all college indicators for seniors quarterly.	ILT/ Teacher Teams	All	Staff & Students	On-going	On-going	On-Track	Increase the percentage of Seniors accepted to a college they plan to attend.
Increase the percent of seniors with a financial aid award letter from an affordable college.	Instruction	All	All Stakeholders	On-going	On-going	On-Track	
Provide a quarterly College/Career fair tied to interim assessments, in order to increase awareness of how ACT is linked to college/career readiness.	ILT/ Teacher Teams	All	Staff & Students	On-going	On-going	On-Track	Students will be matched early with colleges based on interim data.
Provide targeted workshops for students to complete scholarship application.	Other	All	Counselors Post-Secondary Coach	On-going	On-going	On-Track	These workshops will take place in the post secondary for both students and parents.
Make sure that all seniors complete at least three college applications that match their academic qualifications.	Other	All	Counselors Post-Secondary Coach	On-going	On-going	On-Track	The focus will continue to be successfully matching students.
Continue to provide opportunities for students to participate in enrichment programs such as Upward Bound, Mind Matters and After School Matters.	Other	All	All Stakeholders	On-going	On-going	On-Track	Upward Bound provides fundamental support to participants in their preparation for college entrance.
Ensure that all Freshmen complete and (ILP) Individual Learning Plan.	ILT/ Teacher Teams	All	Staff & Students	On-going	On-going	On-Track	Increase the percentage of students who utilized What's Next Illinois. Increase the percent of Freshmen who have completed ILP's.
Provide at least six college tours to expose students to college campuses.	Other	All	Counselors Post-Secondary Coach	On-going	On-going	Behind	The purpose of the college tours is to give prospective students exposure to a college campus and collegiate environment.
Continue to build relationships with outside partners to strategically impact student success both academically and socially.	ILT/ Teacher Teams	All	All Stakeholders	On-going	On-going	On-Track	The importance of all stakeholders in the educational and social lives of our students is vital to their success.



