



2012-2014 Continuous Improvement Work Plan

Daniel Hale Williams Prep School of Medicine

South Side High School Network
4934 S Wabash Ave Chicago, IL 60615
ISBE ID: 150162990250856
School ID: 610380
Oracle ID: 55161



Mission Statement

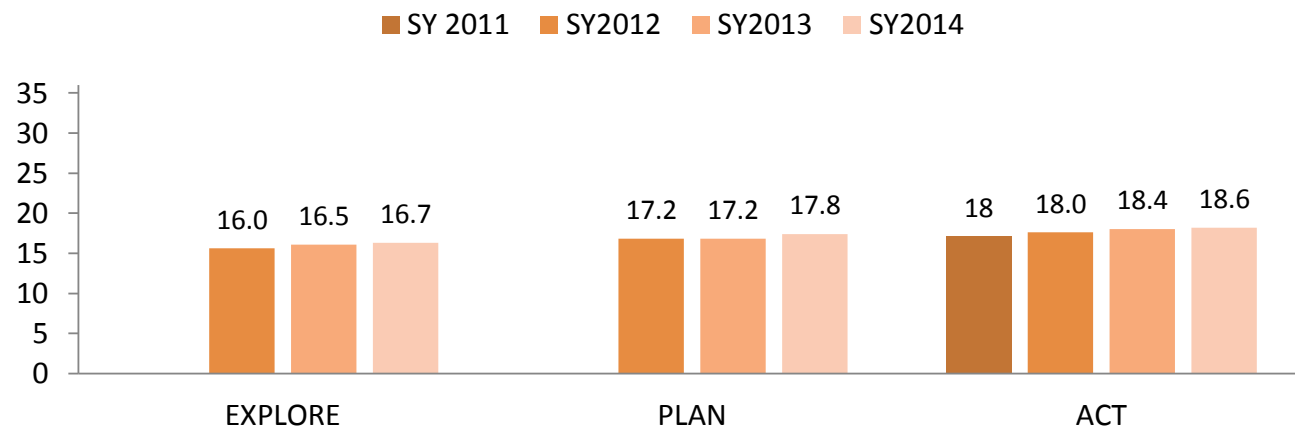
Our mission at Daniel Hale Williams Preparatory School of Medicine is to involve all students in rigorous and engaging coursework preparing them for college and careers in the medical field and to assist all students to become critical thinkers in reading, writing, and problem-solving, while creating a professional learning community of students, parents, teachers, and administrators.

Strategic Priorities

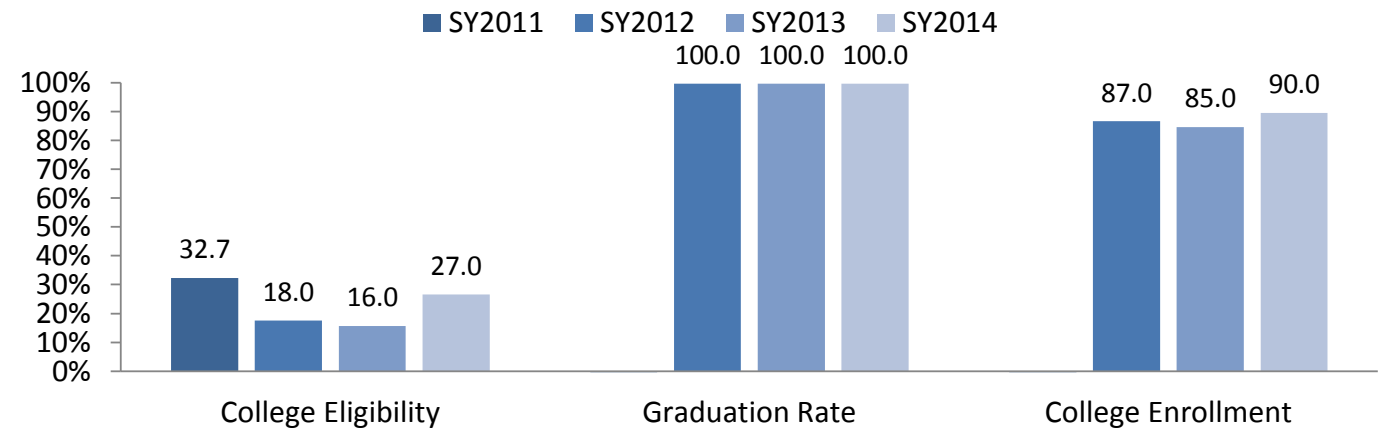
1. To prepare students for selective and highly selective colleges through active alignment of the Common Core State Standards (CCSS) and College Readiness Standards (CRS) to curriculum and instructional core in order to prepare students for college (i.e. pre-medical fields) and careers in medicine
2. To increase the capacity of Instructional Leadership Team (ILT) in order to develop and implement systems of instructional accountability and timely feedback
3. To develop and incorporate a social-emotional system of support for all students and DHW families both during and after school
4. To intentionally develop and implement student, faculty, and family ownership of the DHW vision and mission

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:	Daniel Hale Williams Prep School of Medicine

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
Diann Weston	Principal
Yvette Barclay	Classroom Teacher
Adrienne Handelman	Classroom Teacher
Sara Fliehman	Classroom Teacher
Kathleen Ryan	Classroom Teacher
Felicia Ulwelling	Classroom Teacher
Elizabeth Hiler	Classroom Teacher
Andrea Woodard	Special Education Faculty
Monique Billings	Counselor/Case Manager
Stacie Chana	Lead/ Resource Teacher
Nhora Gomez	Classroom Teacher
Christopher Van Dyken	Classroom Teacher



High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		15.0	16.0	16.5	16.7	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	32.7	18.0	16.0	27.0
10th Grade - PLAN Average PLAN score		16.6	17.2	17.2	17.8	5-Year Graduation Rate % of students who have graduated within 5 years	NDA	100.0	100.0	100.0
11th Grade - ACT Average ACT score	17.5	16.7	18.0	18.4	18.6	College Enrollment % of graduates enrolled in college	NDA	87.0	85.0	90.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.2	1.3
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.2	1.4

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	91.3	90.0	92.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	5.4	2.2	1.5	1.2
Freshman On-Track % of Freshman Students on-track	90.1	92.0	92.5	93.0	Sophomore On-Track % of Sophomore students on track	76.4	80.0	85.0	90.0



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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
PSAE Reading % of students meeting or exceeding state standards	48.6	48.6	49.0	52.0		PSAE Reading % of students exceeding state standards	0.0	1.0	2.5	3.0
PSAE Mathematics % of students meeting or exceeding state standards	19.4	19.4	20.0	22.0		PSAE Mathematics % of students exceeding state standards	0.0	1.0	2.0	2.5
PSAE Science % of students meeting or exceeding state standards	20.8	20.8	21.0	21.5		PSAE Science % of students exceeding state standards	0.0	1.0	2.0	2.5

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<ul style="list-style-type: none"> Established clear and measurable school wide goals annually CPS CCSS-Early Adopter School Provide a variety of programs geared towards students' academic and social/emotional needs Geared towards college readiness (CTE - Health & Medical Academy; LPN Program; Gallery 37; AP & Honors classes; AVID) School-wide TIA - Comprehension 	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Learning walks and data discussions Vision/Mission focused on post-secondary ALSC/PAC Bi-monthly communication home (i.e. reminder/notices home, newsletters) Lead Teacher Common planning Early Adopters Support teachers (graduate programs, National Board) Parental Involvement (Freshmen Orientation, Meet & Greet Sophomore Showcase, Grade-level specific parent meetings, progress report and report card pick- up) Dedicated Common Planning Time 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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 	ILT Membership; Grade / Course Team Lead; Committee membership, participation, and implementation; Mentor teachers; Data Team; SIPAAA/CIWP Team; Union Representative; Grant Writer All teachers have equity of voice and choice during department and grade-level meetings; Teachers are encouraged to share learning (i.e. train the trainer) following outside PD	

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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 	ILT analyze data Focus is on student achievement & instruction Increases critical areas of expertise & a variety of grade levels & subject areas	2
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. 	Student intervention plan Analyze data at school level, dept. level, grade level data, & classroom level (FOT, SOT, Interim Assessments)	4

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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. 	Curriculum maps for each course - core course maps more fully developed and aligned to State / CCSS / CRS goals; Weekly Lesson Plans; Some subjects have well-developed Unit Plans; Differentiation in instruction is somewhat evident; Participation in District Early Adopter and Network Common Core State Standards development useful towards enhancing curriculum	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	Some use and development of classroom libraries; Supports available but lack of plan to provide access to core content knowledge/skills	
<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 ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	ILT, grade-level, department, faculty, and data meeting agenda/minutes CIM reports 5-week assessments/exams Assessment calendar Lesson plans Walkthrough data Testing in-service documents	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>Daily lesson plans/SWBAT (Students Will Be Able To...) requirement in all classrooms; Curriculum Maps; TIA plans/documents; 5-week assessments</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>There are systemic assessment plans; EPAS, SCANTRON reteaching plans driven by assessment data; mentoring Rtl tutoring</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>PPLC teacher collaborations TIA-all teachers have focused TIA on comprehension ILT Graphic Organizers</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	Agendas, grade level team meeting, minutes consistent grade level meeting; student data is reviewed curriculum mapping	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	Learning walks are emerging professional development is left to teachers direction there are more formal interventions as opposed to informal	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<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 	<ul style="list-style-type: none"> student council guidance counselors post-secondary coach/team teachers have college posters requirement of 5 applications, 5 scholarships, FAFSA field trips to college campuses; college representatives AVID curriculum; ALSC opportunity; student council 	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> Freshmen/sophomores off track receive mentors Freshmen homework club students work cooperatively within extra curricular groups and on group projects Town Hall meetings teachers incorproate students' culture into curriculum 	
Behavior& Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> standards for addressing student discipline inconsistent in each classroom after school detention in-school suspension suspension behavior contracts common poster of school rules be 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> Principal provides information to families on school performance in response to parent requests. Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. Families can learn about the transition process if they reach out to the school for information. 	<ul style="list-style-type: none"> Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades. 	Student Agenda book with School Rules and Policies; Student Orientation; Specific Grade-level Parent Meetings; www.dhwprepped.org - school website; All teachers required to provide annual and/or semester course syllabi, rubrics for assignments, projects and activities, provide 5-week assessments to measure student learning growth, and analyze student benchmark / District Assessments with "re-teaching plans"	
	Ongoing communication ----->			3
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. 	phone logs, grade level meetings, parent meetings, newsletters, PAC, parent portal, website, parent conferences, parent shadow opportunities	
Bonding ----->			2	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	Freshmen / New Student Orientation, Student Registration; Back-to-school Night and Progress Report Pick-up; Family-centered Meet & Greet; Student Recognition Awards Assemblies; Doctors Back to School Day; Sophomore Showcase	

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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. 	Provides required services to students within school building during typical school hours; some after-hours development and support provided to students	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	Freshmen ILPs; Freshmen orientation, Freshmen Connection, Counseling curriculum, What's Next Illinois, Career Exploration Workshops, Resume building, Collegiate Scholars, ACT Prep, Senior Seminar, AVID	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	Dual Enrollement, Dual Credit, AP Courses, ILP Curriculum, Scholarship Workshops		
Enrichment & Extracurricular Engagement ----->			2	
<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. 	First/Third Quarter Enrichment Table; Counseling area designated specifically for enrichment; New Student Info-Sessions and Parent Meetings; Announcements, Flyers, Posters, Counselor / Post-Secondary Coach Classroom Presentations		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			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. 	Curriculum alignment to college and career readiness standards readiness assessments; What's Next Illinois; Individual Learning Plans that are focused on students' annual yearly progress towards graduating on time	
	College & Career Admissions and Affordability ----->			4
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	Ladder Up/Ada S. Community Services; parent and student workshops; financial literacy workshop required for FAFSA completion, required 5 scholarships; AVID	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	The school has in place a Freshmen Academy that includes an orientation for all incoming Freshmen. And while there are regular grade-level specific parent meetings throughout the year, the school digs deep to inform families of On-Track measures, ACT Prep, and Senior College Readiness. There are Senior Interviews conducted during the 4th quarter for all seniors, and all seniors understand the theCollege apps process/protocols, as well as FAFSA process/workshops. AVID is another program provided at all grade levels to ensure student accountability and college readiness	

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 ----->			3
	<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. 	115 / 225 / 332 Funds aligned to match curriculum resource needs, including professional buckets to pay faculty and staff for participation in program development; ACT Prep has been funded through outside funding (i.e. private organizations / affiliations and Network funds) along with any school funds and a student fee that is assessed to provide the program for all Juniors.	
	Building a Team ----->			4
	<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	DHW does not have a high teacher turnover, and the staff has been stable. When applicable hirings are conducted upon vacancy / expected vacancy identified - the interview process is conducted using team process after initial principal interview; when applicable (i.e. during school year), candidates are required to teach demonstration lesson; all Grade and Course teams are designed based on department needs per student enrollment; Department Chairs / Team Leads identified through teaching seniority, individual expertise and skill / ability level within specified course / department; Student teachers are encouraged to submit resume and letter of intent following experience	
Use of Time ----->			3	
	<ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. 	<ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. 	Transcript reviews, teacher collaboration for honors/AP placement, Common planning time; grade-level meetings; student contacts used for intervention; T/TH tutoring sessions, credit recovery, individual and whole-group parent meetings	

Mission & Strategic Priorities

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

Mission Statement

Our mission at Daniel Hale Williams Preparatory School of Medicine is to involve all students in rigorous and engaging coursework preparing them for college and careers in the medical field and to assist all students to become critical thinkers in reading, writing, and problem-solving, while creating a professional learning community of students, parents, teachers, and administrators.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	To prepare students for selective and highly selective colleges through active alignment of the Common Core State Standards (CCSS) and College Readiness Standards (CRS) to curriculum and instructional core in order to prepare students for college (i.e. pre-medical fields) and careers in medicine	The overall goal is to increase students' ACT scores from the 17 and low 18 composite range to increasing composite scores to a 19 by Spring 2013, and 20+ by Spring 2014. Through the focus of curriculum and instruction we will enhance structure by providing quality instruction, improving student achievement outcomes with purposeful alignment to CCSS/CRS and through differentiating classroom instruction. To ensure that students are being prepared for selective and highly selective 4-year colleges and universities and through the accelerated, rigorous learning process students are able to see their growth by having an increased GPA that aligns to increased EPAS scores.
2	To increase the capacity of Instructional Leadership Team (ILT) in order to develop and implement systems of instructional accountability and timely feedback	The leadership team at DHW continues to be in progress of creating a cohesive leadership team that analyzes student assessment data in order to proactively improve instruction and student learning. While the ILT has seen some progress, the team continues to be in progress of improving communication among teachers, analyzing and improving rigor in the classroom, and sharing in the mission of the school.

3	To develop and incorporate a social-emotional system of support for all students and DHW families both during and after school	DHW needs to support the student body holistically and to provide additional access to resources that are strategic and aligned to meet the specific needs of our students and their families. Currently all students and their families have access to the resources that are offered throughout the school day (i.e. school social worker, school counselors and/or post-secondary coaches, etc.). However, there is limited involvement and opportunities for additional supports beyond the school day - the goal is to extend and provide resources from the immediate community and other organizations that will wrap support around our students and their families.
4	To intentionally develop and implement student, faculty, and family ownership of the DHW vision and mission	DHW must increase school pride, student leadership, parental involvement, and faculty commitment to show how the school is growing in its efforts to maximize school unity and cohesiveness as an expanding community.
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
To prepare students for selective and highly selective colleges through active alignment of the Common Core State Standards (CCSS) and College Readiness Standards (CRS) to curriculum and instructional core in order to prepare students for college (i.e. pre-medical fields) and careers in medicine	The overall goal is to increase students' ACT scores from the 17 and low 18 composite range to increasing composite scores to a 19 by Spring 2013, and 20+ by Spring 2014. Through the focus of curriculum and instruction we will enhance structure by providing quality instruction, improving student achievement outcomes with purposeful alignment to CCSS/CRS and through differentiating classroom instruction. To ensure

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
DHW will continue to participate as an Early Adopter CCSS school, increasing the knowledge and skill development associated to Common Core State Standards	Instructional Materials	All	Principal	On-going	Year 2		
Create comprehensive Fuller School Day Professional Development on early release days aligned to student assessment data	After School/ Extended Day	All	Principal/ILT	Summer 2012	On-going		
Increase and align classroom materials / resources that will assist in providing quality classroom instruction	Instructional Materials	All	Principal / ILT	Summer 2012	On-going		
Have dedicated and continued Common Planning - Subject-level time that allows teams to meet on a consistent and regular basis with intentional focus on increasing student outcomes	ILT/ Teacher Teams	All	ILT / Teacher Teams	Quarter 1	On-going		
All teachers will have subject curriculum maps, unit plans and lesson plans focused on student assessment data to increase outcomes (e.g. reteaching plans)	Instruction	All	ILT / Teacher Teams	Summer 2012	On-going		
All core teachers will participate in creating and implementing high quality performance tasks aligned to CCSS / CRS and District formative assessments and EPAS	ILT/ Teacher Teams	All	ILT / Teacher Teams	On-going	On-going		



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
To increase the capacity of Instructional Leadership Team (ILT) in order to develop and implement systems of instructional accountability and timely feedback	The leadership team at DHW continues to be in progress of creating a cohesive leadership team that analyzes student assessment data in order to proactively improve instruction and student learning. While the ILT has seen some progress, the team continues to be in progress of improving communication among teachers, analyzing and improving rigor in the classroom, and sharing in the mission of the school.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Student assessment data, EPAS and performance tasks will constantly be evaluated and monitored while determining the changes that will effect and impact meeting annual school goals	ILT/ Teacher Teams	All	Principal / ILT	Summer 2012	On-going		
Creating effective school goals with pushed rigor that align to the school performance scorecard and student achievement	ILT/ Teacher Teams	All	Principal / ILT	Summer 2012	On-going		
All teachers will be required to align their curriculum maps, unit plans and lesson plans to meet the school's identified goals	ILT/ Teacher Teams	All	Principal / ILT	Summer 2012	On-going		
Members of the ILT and designated teacher teams will routinely and regularly participate in Learning Walks measuring classroom instruction and teacher alignment / compliance towards school goals	ILT/ Teacher Teams	All	Principal / ILT	Quarter 1	On-going		
All teachers will be required to participate in quarterly review of goals and alignment of curriculum / instruction to gauge progress of meeting annual school goals and individual instructional goals	ILT/ Teacher Teams	All	Principal / ILT	Quarter 1	Quarter 4		
All teachers will participate in weekly Fuller School Day (FSD) professional development with a focus on CCSS/CRS alignment, instructional best practice, and increased rigor and relevance to subject-level courses	ILT/ Teacher Teams	All	Principal / ILT	Quarter 1	Quarter 4		



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
To develop and incorporate a social-emotional system of support for all students and DHW families both during and after school	DHW needs to support the student body holistically and to provide additional access to resources that are strategic and aligned to meet the specific needs of our students and their families. Currently all students and their families have access to the resources that are offered throughout the school day (i.e. school social worker, school counselors and/or post-secondary coaches, etc.). However, there is limited involvement and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
On annual basis the school will create needs assessment to identify student and family needs both during and beyond the school day	ILT/ Teacher Teams	All	Counseling / ILT	Summer 2012	On-going		Needs assessments will be completed each semester to gauge the needs of our school community
Discipline, counseling department and parts of administrative team and/or teachers will conduct home visits for at-risk students or those students with identified attendance deficiencies	Other	All	Principal / Lead / Counseling	Quarter 1	On-going		
Expectations will be reviewed and revisited with parents when they are invited to participate in conferences regarding their student's attendance, academic standing, and/or behavioral, social/emotional concerns	Parental Involvement	All	Principal / Lead / Counseling	Quarter 1	On-going		Most of what takes place currently at DHW is dealing with student issues and concerns "in the moment" - which at times can be reactionary and a short-term solution. We want to be more proactive in providing supports to students and their families that at times will extend beyond the regular school day and have a greater long-term impact on the students and their families' lives.
The school will collaborate with community and social service organizations that can assist with providing extended services to the students and families	ILT/ Teacher Teams	All	Lead Teacher / Counseling	Quarter 1	On-going		
The ALSC and PAC will assist in providing opportunities for community and social agencies to get involved with increasing school partnerships	LSC/ PAC/ PTA	All	ALSC / PAC / PTSA	Summer 2012	On-going		



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
To intentionally develop and implement student, faculty, and family ownership of the DHW vision and mission	DHW must increase school pride, student leadership, parental involvement, and faculty commitment to show how the school is growing in its efforts to maximize school unity and cohesiveness as an expanding community.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All families will receive updated and relevant school policies that guide student decorum / behavior and academic responsibility towards being successful	Parental Involvement	All	Principal / ILT	Summer 2012	On-going		
All teachers will include in their unit and lesson plans methods of teaching the school-wide expectations to students addressing the social/emotional aspect of student growth and development	ILT/ Teacher Teams	All	ILT / Teacher Teams	Summer 2012	On-going		
All faculty will hold themselves and each other accountable for creating a school-wide culture focused on dignity, respect, and individual academic success	ILT/ Teacher Teams	All	ILT / Teacher Teams	Quarter 1	On-going		
All families will required to participate in at least 3 annual school-wide events that are not directly related to the annual Report Card Pick-up - i.e. Back to School Night, Fall Meet & Greet, Parent Grade-level meetings, Parent Workshops (i.e. ACT Prep, Freshmen/Sophomore Success, FAFSA and College-Readiness)	After School/ Extended Day	All	Principal / ILT	Quarter 1	On-going		
Each year the school will showcase and invite parents and community members to participate in events that showcase student performances, exhibitions, and college readiness presentations	After School/ Extended Day	All	All Teacher Teams	Quarter 1	On-going		
The school discipline / management team will evaluate and modify school rules and procedures that assist in reinforcing a cohesive and respectful learning environment	ILT/ Teacher Teams	All	Lead Teacher / Discipline Team	Summer 2012	On-going		

