



2012-2014 Continuous Improvement Work Plan

DeVry University Advantage Academy HS

North-Northwest Side High School Network

3300 N Campbell Chicago, IL 60618

ISBE ID: 150162990250832

School ID: 610402

Oracle ID: 46521



Mission Statement

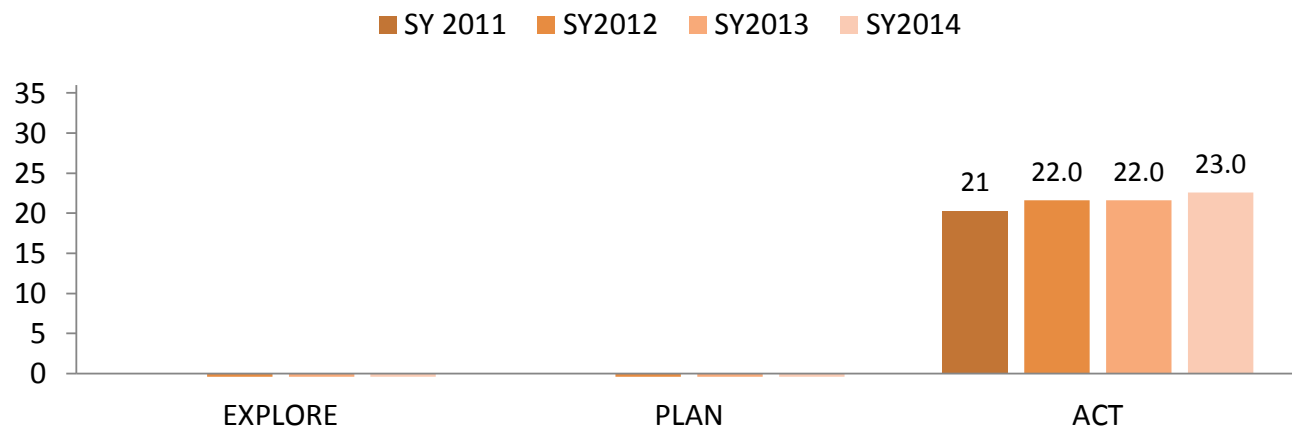
To create a community of empowered and independent learners in an atmosphere of mutual respect and trust. Every student will be inspired and challenged to develop his/her academic, social and post-secondary goals.

Strategic Priorities

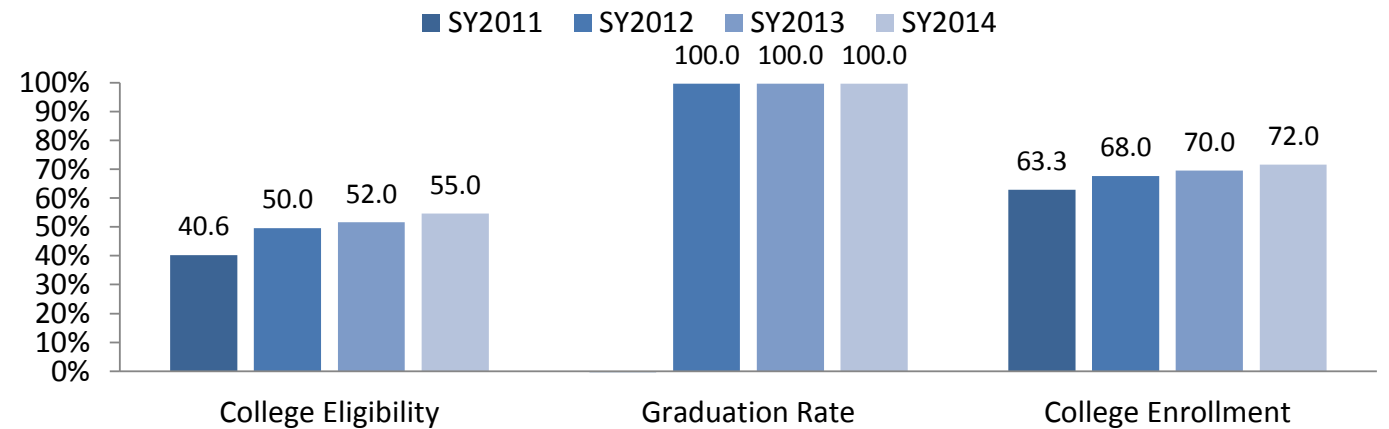
1. Ensure students participate in the highest quality curricular experience by implementing proven strategies in the classroom, aligning curriculum, focusing on reflection, intervening when necessary.
2. Support students and families with post-secondary planning, support and results.
3. Develop a more substantial college bridge experience that begins with incoming juniors and expand on student development efforts.
4. Continue developing staff capacity by providing an engaging professional learning environment

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:

DeVry University Advantage Academy HS

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
Arlana Bedard	Principal
Anthony Escamilla	Assessment/Data Faculty
Paul Bischoff	LSC Member
Tina Drake	Counselor/Case Manager
Sudarsan Kowligy	Other
Jocilyn Floyd	Parent/ Guardian
Candace Goodwin	LSC Member
Pius Elue	Parent/ Guardian
Yul Amerson	Classroom Teacher
Helen Schiller	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		NDA	DNA	DNA	DNA	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	40.6	50.0	52.0	55.0
10th Grade - PLAN Average PLAN score		NDA	DNA	DNA	DNA	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	20.7	NDA	22.0	22.0	23.0	College Enrollment % of graduates enrolled in college	63.3	68.0	70.0	72.0

EPAS Growth

	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	#VALUE!	#VALUE!
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	#VALUE!	#VALUE!

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	96.7	97.0	97.1	97.2	Misconducts Rate of Misconducts (L4-6) per 100	0.0	0.0	0.0	0.0
Freshman On-Track % of Freshman Students on-track	NDA	DNA	DNA	DNA	Sophomore On-Track % of Sophomore students on track	NDA	DNA	DNA	DNA



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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	76.1	85.0	87.0	89.0		PSAE Reading % of students exceeding state standards	6.2	7.0	8.0	9.0
PSAE Mathematics % of students meeting or exceeding state standards	64.6	75.0	78.0	80.0		PSAE Mathematics % of students exceeding state standards	2.7	3.0	4.0	5.0
PSAE Science % of students meeting or exceeding state standards	64.6	75.0	78.0	80.0		PSAE Science % of students exceeding state standards	0.9	2.0	3.0	4.0

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. 	<p>Ambitious goals are published throughout the school that focus on act, psae, attendance and college applications. The school has a clear theory of action that was developed with the leadership team. The school community continues to test its hypotheses. The priorities were identified based on PSAE results, survey and college planning data, along with focus group feedback.</p>	
	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Indicators point to a strong college going culture (college acceptance, etc..) and all efforts are goal-driven. Our high school graduation rate is 100%; our college graduation rate at the time of high school graduation falls between 85%-90%, which is higher than any other college/university in the area. Last year, our school went from being ranked #55/approx 125 high schools to #2/approx 125 based on CPS performance indicators (attendance, PSAE, ACT, AP, etc..). (23% gain in PSAE in one year) Professional development is linked to school and staff performance. Families have expressed satisfaction (over 95% satisfied or highly satisfied) with school communication through surveys and focus groups. The school will move to a stronger coaching model next year so that EACH teacher is receiving intensive coaching support based on school, team, individual smart goals.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All 14 staff members have leadership roles and are members of various teams. Each staff member leads with at least one teacher effort (i.e., intervention team member), one student effort (i.e., service learning club) and has facilitated at least one major school event (i.e., dance).</p> <p>Roles on various teams are rotated.</p> <p>Agendas for leadership and intervention teams are shared with the entire staff ahead of time.</p> <p>Minutes are distributed to all staff and posted.</p> <p>All artifacts are maintained electronically.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. 	<ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly 	<p>The leadership team is representative of the school community and focuses on teaching/learning and college/career readiness. All decisions are grounded in performance data and goals that include data, interim assessments, intervention results, etc... Decisions are also based on survey, focus group results and student work review. The leadership team develops the professional development plan and reviews feedback.</p> <p>The leadership team seeks to do a better job of monitoring student progress beyond epas growth. It will also play a more active role in the review of curriculum maps, instructional units and assessments next year.</p>	3
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>All teams and instructors use student performance data to make decisions. Data on key indicators (attendance, grades, interventions, interim assessments, college performance) is reviewed weekly to quarterly, depending upon the indicator and availability of data. Action plans with action steps and responsibilities are developed in response to findings. Next year we will focus on data beyond epas and the responses to the data.</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<p>DeVry teachers have constructed curriculum maps that are guided by key learnings and outcomes. They are informed by college readiness standards with a gradual focus on common core standards.</p> <p>While teachers have created curriculum maps, there is still quite a bit of work to be done on detailing them and aligning to the standards that are appropriate for our students.</p> <p>Three/ten classes are guided by a textbook.</p> <p>Common classes teach common units.</p> <p>Most classroom text is based on informational texts, with the exception of English classrooms.</p> <p>Our ELL and special ed students are provided supports, which are reviewed regularly.</p>	
	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). 	<p>All 11th and 12th grade level courses utilize materials that support the school curriculum, some of which are web-based. English, world language, social studies, theater, science, math require that students access materials/resources that are aligned with the college readiness standards.</p> <p>We do not have ELL students who need language-based differentiated materials. In the event that our ELL population increases, it will be a top priority.</p> <p>Next year's plan includes a focus on the differentiation of materials</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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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. 	<p>Meetings are guided by student performance data (listed above). Student performance data is broken up by content, teacher and student. We have utilized our own assessments since the district only provides us with the ACT/PSAE.</p> <p>Teachers administer a wide variety of assessments across classrooms. They are aligned to the college readiness standards. The school uses screening, diagnostic, benchmark, formative and summative assessments.</p> <p>Schoolwide interim assessment data is available to teachers AND students within five school days. Teachers and students review data for findings and develop plans as a result.</p> <p>All accommodations and modifications are in place and monitored. While we have made progress with the monitoring of epas data, we need to concentrate on the development/use of interim/common assessments that are challenging and engaging. These should then guide instructional decisions more than they currently do.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>All teachers manage their own curriculum maps and unit plans. These are developed within teams. Common courses have common maps.</p> <p>Based on our instructional rounds efforts, most (8/10) classrooms show evidence of clear instructional objectives on a consistent basis.</p> <p>All students are exposed to complex texts.</p> <p>Over the summer we will review maps to align them better across the 11th and 12th grades, and common core.</p> <p>Teachers have requested more support with task analysis and scaffolding, per the school's internal survey.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			3
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>The school has implemented a repertoire of screening tools and diagnostics to identify students in need of additional support in the areas of reading, math and social/emotional skills, including but not limited to the BASC,QRI, Aimsweb math screener.</p> <p>Interventions vary and include small-group instruction, one on one support and outside the classroom support.</p> <p>The school's leadership and intervention teams monitor efforts on a bi-weekly basis using Aimsweb software. The counselor gathers data and monitors sel support; the director of teaching and learning gathers data and monitors instructional support.</p>	
	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>All professional development decisions are based on school, team and staff goals. Professional development offerings vary and include: team teaching, video observations, staff observations, conferences, team efforts, student work review, data analysis, external offerings, instructional rounds, coaching (one on one and small group). Staff frequently lead pd efforts. (Teachers teaching teachers.)</p> <p>Impact is monitored based on evaluation feedback, reflection and student performance changes.</p> <p>We plan to develop a more thorough impact process to gauge the impact of various efforts.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>Teachers meet weekly or bi-weekly based on their team calendars. Student progress on various indicators (attendance, epas, grades, college performance, etc...) is a major feature of team meetings, including teacher teams and the intervention/leadership teams. There is varied ownership of the data as evidenced by the investment in the processes and responses to the data, based on reflective instruments and observations. Teacher teams meet weekly and archive their outcomes/processes. Teams are inclusive. Norms, etc.. have been established. Teams create next steps and share them with them with the rest of the school team.</p>	
DIMENSION 3: I	Instructional coaching ----->			3
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>All teachers have developed and monitored smart goals. They have also assembled artifacts to support their goals. Reflective activities have been a feature of all levels of team meetings to assess impact and next steps.</p> <p>Most teachers have been provided with intensive coaching support. Both the principal and the director have implemented plans to work intensively on development plans with six teachers (out of ten). These plans include team teaching, weekly meetings, videotaping of practice, reflective writing, professional reading.</p> <p>Next year, as part of each staff member's professional growth plan, we will implement a more explicit coaching component, which is in response to staff feedback. Additionally, specific/explicit follow up steps along with deadlines on the part of the coach and the staff member will be included</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>The entire staff is supportive of the school's mission and vision as evidenced by the 95%+ rating by both parents and students when asked about whether the school had high expectations. Students and parents are surveyed with respect to the need for additional opportunities. Those results are reviewed by the leadership team and responses are reviewed.</p> <p>Students are expected to "lead" team efforts in classes as well as school-wide events, including special events and colloquium development.</p> <p>Next year we will develop specific benchmarks related to future</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>The staff is supportive of students as evidenced by 97% attendance and parent/student survey results (95+% approval ratings). Parent and students have also indicated per surveys and focus groups that one of the highlights of the school is the level of support and respect (student to student, adult to student, student to adult, adult to adult) that define the school community.</p> <p>All students are assigned an advisory; however, advisory implementation varies. Advisory teacheres serve as advocates-- monitoring students and follow-up processes.</p> <p>The revision of advisory to a colloquium and the increase of extra-curricular and co-curricular offerings will improve this</p>	
Behavior & Safety ----->			3	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<p>The school has improved a great deal with the handling of discipline and the development of consistent enforcement of rules. This year, there was only one discipline-related incident report filed with the University--an argument. (Two years ago, there were nearly 40.) However, we can improve with consistency and developing stronger positive behavior supports, like peer mediation and peace circles.</p>	

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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. 	<p>Over 95% of families have expressed satisfaction with the school's overall communication per our parent/student surveys. Communication methods include: meetings, workshops, emails, text messages, all call voicemail messages, conferences, written newsletters/updates.</p> <p>The staff prioritizes "good news" messages as well. For example, twice a year all staff send positive postcards home to provide positive and specific messages home to families.</p>	
	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. 	<p>Over 95% of parents and students, per parent surveys and focus groups, say the school does a good/great job of communicating to parents. We will work on the frequency and level of detail of feedback to both students and parents based on college readiness standards, common core standards and social/emotional learning standards.</p>	
	Bonding ----->			3
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<p>The school is considered to be safe and inviting by students, families and staff with 95+% safe/very safe rating (survey, focus group results). Our report card pick up rate has remained at about 75%. Our parent contact rate for federal reporting is over 90%. We need to create more events that celebrate and showcase student efforts, per survey and focus group feedback.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>The staff has conducted home visits and specialized work with outside agencies. We work with DePaul in terms of access to school psychologist interns and several other agencies related to social emotional needs. We can improve in developing relationships with additional agencies that can provide specific services we don't currently access.</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>College success is a major focus for all of our students and parents. It is the key theme beginning at junior orientation. Students take specific classes and participate in workshops aimed at college and career exposure, access and success. In the high school arena, advisory has been the main venue for</p>	
Academic Planning ----->			3	
	<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Our S1 college readiness indicator (gpa and act) for the seniors indicate that over 75% are ready for college. The course load for our students consists of 50% college coursework, 10% AP coursework, and 40% honors coursework. We currently offer three ap classes, and monitor their success. We also monitor college course success on a weekly basis.</p>	
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. 	<p>This is an area that needs improvement with fewer than half of our students involved in extracurricular experiences per teacher reporting.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>Our first year with advisory and naviance, along with our College Match advisor, has seen an improvement in this area with a greater number of students looking at a variety of post-secondary options and applying for scholarships.</p> <p>All students take college and career assessments through the high</p>	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>The school community has concentrated on this dimension this year with each senior expected to apply for at least three scholarships. The percentage of seniors who completed more than one scholarship application has increase from 50% (2011) to 75%. Additionally, we've offered over five workshops to parents and students on various financial issues related to college and life after high school, including savings/credit, hidden costs of loan, and long-term financial plans.</p>	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>Between 80-85% of DeVry's students graduate with their associate's degrees on time, better than other colleges and universities with older students. This is the result of student focus, and staff monitoring of student progress and intervention.</p> <p>DAAHS has a 100% high school graduation rate.</p> <p>Based on feedback from parents and students, we will develop a more comprehensive, intensive college bridge experience for our</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>Budgetary decisions are made with respect to school priorities: academic improvement, professional capacity, college bridge, post-secondary planning. Each budget item is linked to these priorities, which in turn work to support every student graduating college and career ready. (See detailed links with budget plan.)</p> <p>Community and organizational partnerships have been formed to better address the needs of the students and parents: Black Star (parents), Life Span (students/dating violence), College Match (post-secondary planning).</p>	
	Building a Team ----->			3
<ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. 	<ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. 	<p>The application and interview process is multi-stepped and inclusive of staff and students. Interview teams are comprised of interested staff members. (LSC members have been invited, but have not been able to participate thus far.) That team provides input on the job description and reviews resumes based on a team-developed rubric. Multiple interviews are conducted that can include behavioral role plays, including demo lessons. Applicants are then scored to determine finalists.</p> <p>Positions are flown as soon as there is an opening. All openings are based on an assessment of need, and include staff feedback.</p>		
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. 	<p>Scheduling is a challenge due to the small school size, limited space and college course offerings. However, to the extent possible, students are afforded choice with their schedules.</p> <p>In addition, content teachers have weekly common planning time. Staff meetings are held regularly during 5th period. Students are pulled for intervention when necessary.</p>		

Mission & Strategic Priorities

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

Mission Statement

To create a community of empowered and independent learners in an atmosphere of mutual respect and trust. Every student will be inspired and challenged to develop his/her academic, social and post-secondary goals.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Ensure students participate in the highest quality curricular experience by implementing proven strategies in the classroom, aligning curriculum, focusing on reflection, intervening when necessary.	In order for our students to be successful in their post-secondary endeavors, they must have strong literacy, numeracy and critical thinking skills. While our college eligibility rate (gpa & act score) hovers at approximately 75%, we are committed to continually improving that rate.
2	Support students and families with post-secondary planning, support and results.	Student and parent feedback (via surveys and focus groups) has indicated a need for more strategic and ongoing guidance and support for post-secondary planning.
3	Develop a more substantial college bridge experience that begins with incoming juniors and expand on student development efforts.	Approximately 85-90% of our students finish their associate's degree. We would like to develop a more substantial college bridge transition experience to ensure inspiration and success for 100% of our students. This includes a focus on soft skills and self-management skills.
4	Continue developing staff capacity by providing an engaging professional learning environment	In order to improve our outcomes, all staff must have multiple and varied opportunities to improve their craft in order to meet school, team and individual goals.
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
Ensure students participate in the highest quality curricular experience by implementing proven strategies in the classroom, aligning curriculum, focusing on reflection, intervening when necessary.	In order for our students to be successful in their post-secondary endeavors, they must have strong literacy, numeracy and critical thinking skills. While our college eligibility rate (gpa & act score) hovers at approximately 75%, we are committed to continually improving that rate.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Student Portfolio of Achievement (SPA): Students will develop and maintain a showcase portfolio, which will focus on academic skill mastery, post-secondary planning, and soft skill development.	Instruction	All	Director of instruction, leadership team, departments, principal	Summer 2012	On-going		
Intervention Process: Staff will continue refining an intervention process that ensures students will perform at levels that will ensure their success at the high school and college level. This process will be focused on students who are flagged as a result of the reading, math and soft skill diagnostics administered at the beginning of the year.	Instruction	All	Director of instruction, intervention team, leadership team, departments, principal	Summer 2012	Quarter 1		Quarterly check ins.
Literacy & Numeracy: Staff will identify and implement one target strategy/semester across the curriculum. Strategies will be aligned with college readiness and common core standards.	Instruction	All	Director of instruction, leadership team, departments, principal	Summer 2012	On-going		Semester check ins.
Curriculum mapping: The staff will continue refining curriculum maps informed by common core and epas standards.	Instruction	All	Director of instruction, principal	Summer 2012	On-going		Quarterly check ins by leadership team.

Strategic Priority 1



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
Support students and families with post-secondary planning, support and results.	Student and parent feedback (via surveys and focus groups) has indicated a need for more strategic and ongoing guidance and support for post-secondary planning.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Student Portfolio of Achievement (SPA): As part of the SPA, students will maintain artifacts related to the postsecondary planning process that includes, but is not limited to, self-assessment, research, decision-making processes, goals.	Instruction	All	Counselor, Leadership Team, Principal	Summer 2012	On-going		
Naviance software: Students will utilize the software as part of their decision-making process related to post-secondary planning. Staff will monitor the information to ensure benchmarks are being met.	Instruction	All	Counselor, Leadership Team, Principal	Summer 2012	On-going		Quarterly check ins by counselor.
Parent involvement: Increase parental involvement in post-secondary planning through bi-annual conferences, specialized topic workshops that will be made available online and an online reference library.	Parental Involvement	All	Counselor, Leadership Team, Principal	Summer 2012	Quarter 1		Develop plan quarter 1. Quarterly check ins thereafter.
Alumni tracking: All graduates will participate in an exit interview that will collect information about future plans and program evaluation. The school will upgrade its social networking tools to assist with the tracking of alumni.	Other	All	Counselor, Leadership Team, Principal	Summer 2012	Quarter 1		
Post-secondary benchmarks: The leadership team will identify and track post-secondary benchmarks, which will be public and regularly monitored.	Other	All	Counselor, Leadership Team, Principal	Summer 2012	Summer 2012		Develop over summer. Quarterly check ins.



Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Develop a more substantial college bridge experience that begins with incoming juniors and expand on student development efforts.	Approximately 85-90% of our students finish their associate's degree. We would like to develop a more substantial college bridge transition experience to ensure inspiration and success for 100% of our students. This includes a focus on soft skills and self-management skills.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
College Bridge experience: Students and parents will participate in workshops and colloquia to support them with the college bridge experience. Efforts will be developed and assessed based on benchmarks that will be purchased or developed by school community.	Instruction	All	Leadership team, principal	Summer 2012	Quarter 1		Benchmarks developed quarter 1. Quarterly check ins.
Mission & Vision and Code of Conduct: The staff will develop experiences for greater student ownership of the mission/vision and code of conduct.	Instruction	All	Leadership team, principal	Summer 2012	Summer 2012		Development over summer. Quarterly revisions.
Service learning: All students will develop a service learning plan as part of their SPA. These plans will be connected to their goals and coursework.	Instruction	All	Service learning coach, leadership team	Summer 2012	Quarter 1		
Co-curricular & Extracurricular experiences: At least 75% of the student body will participate in co-curricular or extra-curricular activities.	Instruction	All	Stdnt involvement coach, leadership team	Summer 2012	On-going		
Student Portfolio of Achievement (SPA): Graduates will demonstrate growth in soft skills, which will be demonstrated with the artifacts collected in the SPA.	Instruction	All	Counselor, leadership team, principal	Summer 2012	On-going		



Strategic Priority 3



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
Continue developing staff capacity by providing an engaging professional learning environment	In order to improve our outcomes, all staff must have multiple and varied opportunities to improve their craft in order to meet school, team and individual goals.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Portfolio: Staff will maintain a professional portfolio aligned to the Charlotte Danielson framework, and school/department/individual smart goals.	Professional Development	All	Director of instruction, leadership team, principal	Summer 2012	On-going		Quarterly check-ins aligned with smart goals and coaching/team processes.
Team processes: The staff will continue refining its team processes that include team planning calendars, weekly goals, actions and reflections. Interim assessment data will be the primary driver of processes.	Professional Development	All	Director of instruction, leadership team, principal	Summer 2012	On-going		Quarterly reviews that include reviews of previous quarter and plans for next quarter. Leadership team will monitor.
Instructional Coaching: The teacher coaching model will be intensified so that all staff receive ongoing instructional coaching that is aligned with the professional portfolio.	Professional Development	All	Director of instruction, leadership team, principal	Summer 2012	On-going		Quarterly check ins that are aligned with professional portfolio, team efforts, professional development.



Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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