CIWP

2012-2014 Continuous Improvement Work Plan

Walter Payton College Preparatory High School

North-Northwest Side High School Network

1034 N Wells St Chicago, IL 60610

ISBE ID: 150162990250796

School ID: 609680

Oracle ID: 70020
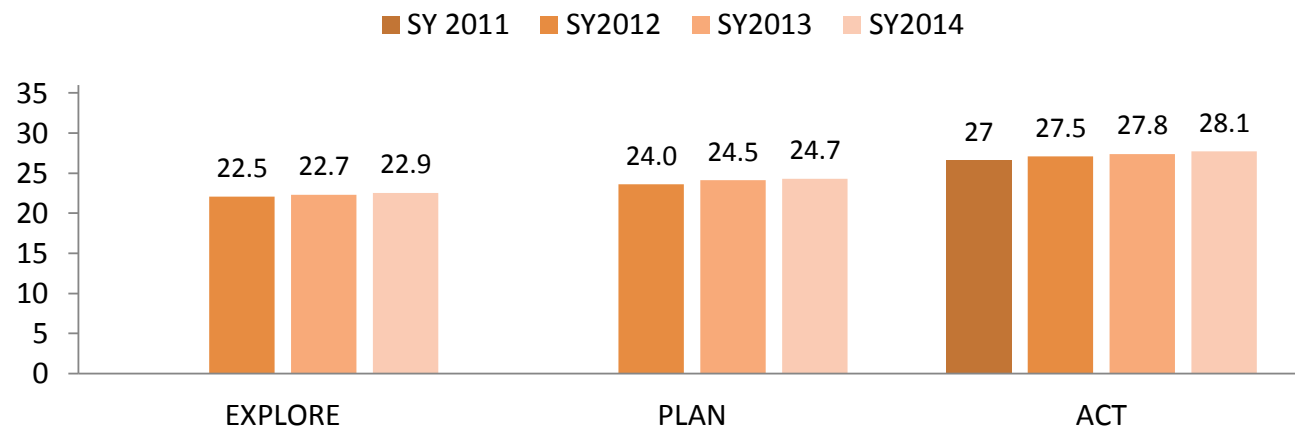
CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

To identify individual student's ability levels and to design and implement engaging learning tasks that reach each student at the challenging, but doable, level so that all students are college-ready.
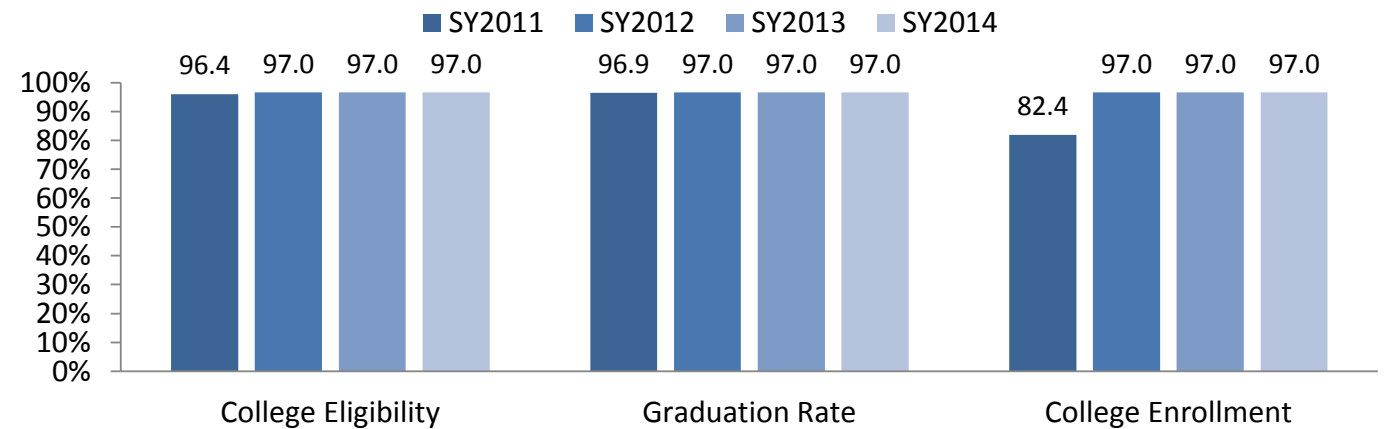
Strategic Priorities

1. Students (Who we teach). Maintaining, enhancing, and developing ability-appropriate, targeted programs that will optimize the academic, social, emotional, and physical growth of all students.

2. Content (What we teach). Create a cycle of continuous improvement whereby matters of curriculum are deliberately assessed, analyzed, refined.

3. Faculty (How we teach). Create a cycle of continuous improvement whereby matters of instruction, assessment, and pedagogy are deliberately assessed, analyzed, refined.

4. Administrative Support. Ensure that the administrative functions of the school are sustained, including the school's fiduciary responsibilities, attendance keeping, payroll, etc.

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

Category	SY2012	SY2013	SY2014
EXPLORE	22.5	22.7	22.9
PLAN	24.0	24.5	24.7
ACT	27 (SY2011) / 27.5	27.8	28.1

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
College Eligibility	96.4	97.0	97.0	97.0
Graduation Rate	96.9	97.0	97.0	97.0
College Enrollment	82.4	97.0	97.0	97.0

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:	Walter Payton College Preparatory High School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Tim Devine	Principal
Michele Washington	Assistant Principal
D'Andre Weaver	Assistant Principal
Linda Nolan	LSC Member
Cheryl Watson-Lowry	LSC Member
Rachel Shefner	LSC Member
Mark Flom	LSC Member
Ed Marshall	Community Member
Sarah Spencer	Special Education Faculty
Linda Zolt	LSC Member
Maggie Kendall	Classroom Teacher
Gaute Grindheim	Parent/ Guardian

CIWP

2012-2014 Continuous Improvement Work Plan

Walter Payton College Preparatory High School

CHICAGO PUBLIC SCHOOLS | CPS

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
9th Grade - EXPLORE Average EXPLORE score		21.7	22.5	22.7	22.9
10th Grade - PLAN Average PLAN score		23.9	24.0	24.5	24.7
11th Grade - ACT Average ACT score	27.0	NDA	27.5	27.8	28.1

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	96.4	97.0	97.0	97.0
5-Year Graduation Rate % of students who have graduated within 5 years	96.9	97.0	97.0	97.0
College Enrollment % of graduates enrolled in college	82.4	97.0	97.0	97.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	3.8	3.6

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.4	94.0	94.5	95.0
Freshman On-Track % of Freshman Students on-track	90.7	90.7	92.0	94.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	0.7	0.7	0.6	0.5
Sophomore On-Track % of Sophomore students on track	95.7	96.0	96.0	96.0

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.

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	95.5	96.0	97.0	98.0	**PSAE Reading** % of students exceeding state standards	47.7	52.0	56.0	60.0
PSAE Mathematics % of students meeting or exceeding state standards	95.5	97.0	98.0	99.0	**PSAE Mathematics** % of students exceeding state standards	30.0	35.0	39.0	43.0
PSAE Science % of students meeting or exceeding state standards	93.2	95.0	96.0	97.0	**PSAE Science** % of students exceeding state standards	35.0	38.0	41.0	45.0

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Goals and theory of action	--->		**4**
• 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.	• 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.	The school's action plan centers around a particular focus area-- creating meaningful activities that are at the challenging and doable level for students--that was the result of data gathering analysis and numerous instructional rounds. The data analysis and instructional rounds were completed by all members of the leadership team and the faculty. The measurable outcomes are referenced in the "HS Goals" section of the CIWP, as well as other data points, including student grades, student and parent feedback, and interm assessments.	
Principal Leadership	--->		**3**
• 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.	• 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.	Through instructional rounds, the principal has provided feedback on targeted growth areas to members of the faculty and staff. A Response-to-Intervention program was developed in the first semester and is in refinement. The RtI program's goal is to identify and provide supports to struggling students. There is regular conversation with the Counseling Team to determine how to best aid students and families with the college admissions processes. The principal has been working with central office to gather and present accurate data to parents (e.g. the School Progress Report) The principal provides updates on academic progress and budgetary matters to the Local School Council and provides a written monthly report to the Friends of Payton and has a monthly informational question/answer session with the Friends of Payton. Significant funds are allocated to faculty and staff for external professional development activities. Targeted internal professional development has been provided for faculty, paraprofessionals and	

DIMENSION 1:Leadership

Date Stamp November 22, 2012

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
Teacher Leadership	-->		**3**
• 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.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI 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	Faculty are the drivers of curriculum development and implementation. As such, every member of the faculty participated in the development of our emerging focus area. Departments and course teams meet to develop vertical and horizontal alignment of curriculum. A vast majority of faculty members are involved in curricular and/or extracurricular leadership activities by being course or Seminar leaders or members of course teams, the ILT, LSC, instructional rounds, writing grants, and developing and enhancing external partnerships.	

Date Stamp November 22, 2012

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
Instructional Leadership Team (ILT)	--->		**3**
• 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.	• 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	The ILT is representative of all departments and meets weekly with the administration and Curriculum, Instruction, and Assessment Coordinator to develop the educational focus of the school. The ILT analyzes student performance data, such as aggregated and disaggregated ACT, AP, and PSAE scores. The ILT leads departmental-level curriculum design. The ILT conducts instructional rounds and developed the emerging focus area for the faculty's teaching. The ILT works with members of their departments to determine optimal external professional development opportunities for individuals and teams.	
Monitoring and adjusting	--->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• 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.	By securing a Curriculum, Instruction, and Assessment Coordinator, the school has been better able to gather and analyze qualitative and quantitative measures of teaching and learning. Gathered data has beed shared with and anyzed by the ILT and faculty to aid in the devleopment of the teaching and learning focus area.	

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 2: Core Instruction	*Curriculum*	-->		**2**
	• 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.	• 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.	Some course teams are highly-integrated and aligned to CCSS. Common planning time aids in the ability for some departments to align curriculum. Some course-level teams use common instructional units. Complexity of educational tasks varies, often by teacher and by course.	
	Instructional materials	-->		**3**
	• 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.	• 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).	Course materials are not necessarily aligned with CCSS. Some instructional materials have been translated into Braille for visually impaired students. Materials for Advanced Placement courses are typically aligned with AP goals.	

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.

Date Stamp November 22, 2012

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
Assessment	-->		**3**
• 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.	• 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.	Some data has been made available to faculty and the ILT. Efforts are in progress to be able to provide more organized aggregated and disaggregated data to the ILT, departments, and course teams. Some course teams use comprehensive assessments. Many assessments are aligned with the standards being assessed. Accommodations for students with IEPs are in place and communicated with local and appropriate external assessors.	

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
Instruction	-->		**3**
• 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.	• 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.	Most faculty have stated and communicated learning goals, directions, and procedures for their classes. A majority of teachers have clearly-articulated and appropriate learning goals for each lesson. Most faculty use a combination of lower-order and higher-order questioning. A majority of teachers use formative assessments effectively and regularly. Each teacher uses scaffolding techniques in their lessons.	

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
Intervention	-->		2
• 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.	• 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.	An RtI program was implemented in the Fall and is undergoing refinement. Interim assessments were implemented in the Spring and will provide faculty with data to identify gaps in knowledge. Tutoring is available in all instructional areas and is the primary intervention tool currently used. Some identified students have regular check-ins with faculty and/or staff members.	
Whole staff professional development	-->		2
• 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.	• 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.	The focus of faculty professional development has been to develop a focus area for instructional practice.	

Professional Learning (vertical label)

Date Stamp November 22, 2012

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 3: I	**Grade-level and/or course teams**	-->		**3**
	• 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.	• 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.	Faculty meets, on average, every 4 weeks to focus on professional development activities at the whole school, departmental, and/or course team-levels. The first semester RtI program included members from all departments, including special education and counseling. All course teams are represented on the ILT. Mechanisms for providing faculty with useful data packs are being implemented.	
	Instructional coaching	-->		**2**
	• 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.	• 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.	The school created a new position, entitled Curriculum, Instruction, and Assessment Coordinator, whose primary function is data gathering and leading the analysis of the data, the creation of professional development activities. The position also includes new teacher induction activities and instructional rounds.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		4
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• 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	The faculty help to set clear expectations of college readiness by our students. Students have numerous direct and indirect routes to ensure that their voice is heard on various matters of import. The Counseling Team continues to refine its college-counseling practices.	
	Relationships	-->		4
	• 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.	• 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.	All students have at least one adult advocate on campus who knows the student well and finds ways to challenge and support the student. Students and families have many opportunities to engage with adults on campus to ensure that each child is supported. The overarching culture between students and adults on campus and with families has been reported as very strong, positive, collaborative, and respectful. Students with disabilities have many opportunities to integrate themselves into the curricular and extracurricular fabric of the school.	
	Behavior& Safety	-->		4
	• 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.	• 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.	The school continues to refine discipline policies so that they are positive and effective. The school provides a physically and intellectually safe environment in which our students can develop.	

Date Stamp November 22, 2012

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 5: Family and Community Engagement	***Expectations***	--->		**4**
	• 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.	• 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.	Principal leads LSC information sessions on school performance, distributes and explains the school's score card data, and communicates school priorities at least once per month with families via parent mass emails, Friends of Payton meetings, Local School Council meetings, and Payton Prep Initiative for Education meetings. Throughout the year, teachers routinely communicate clear academic expectations for student achievement with parents through teacher websites, the Moodle web portal, and personal emails, phone calls, and conferences with parents. Admissions Director attends high school fairs across the city, hosts an annual Open House for prospective 9th graders and their families, and meets with elementary school counselors to discuss	
	Ongoing communication	--->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• 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.	Guidance counselors meet with students daily to discuss academic progress. Teachers and counselors communicate academic progress with families through a variety of electronic mediums. Parents frequently visit the school and meet with administrators, teachers, and counselors to discuss ways to support student learning. One of the school's three parent organizations, Friends of Payton, sends out a monthly newsletter that includes commentary from the	
	Bonding	--->		**4**
	• 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.	• 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.	Payton has a welcoming environment; parents frequently volunteer in the school's main office, lead fundraising initiatives, booster clubs, and support the extracurricular activities of the school. Parents lead the school's three parent-run organizations (LSC, Friends of Payton, Payton Prep Initiative for Education). Parents volunteer at all major school activities including school dances, school committees, school-wide registration and orientation, and other student, teacher, or parent sponsored school activities. Payton parents are also included in all major decisions that impact the culture of the school, issues related to student achievement, and budgetary matters.	

Date Stamp November 22, 2012

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
	Specialized support	-->		**4**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Members of the Special Education department, counselors, social workers, and the school psychologist work together with families to provide an array of wrap-around services for students. The school's support team works with CPS, SAS and various mental health agencies in the students' neighborhoods to provide targeted support for students and families. Students with special needs	
	College & Career Exploration and election	-->		**3**
6: College and Career Readiness Supports	• Information about college or career choices is provided.	• 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.	Each counselor offers one-to-one college consultation sessions to all students on their caseload (on-going-scheduled and unscheduled). Each counselor makes monthly visits to advisories on their case load to discuss goal setting and college career choices.	
	Academic Planning	-->		**3**
	• 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.	• 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.	Advisors and counselors speak with students regularly about academic interests, goal setting, executive functioning, and selection of courses for upcoming semesters and academic year. In collaboration with each academic department, the counseling team organizes an Annual AP and Elective Fair in which each AP class is showcased. On-going discussion of observed instructional practices, level of student engagement, and curricula implementation in relationship to quarterly academic reports have led to additional AP course offerings and an enhanced advanced studies program for the	
	Enrichment & Extracurricular Engagement	-->		**3**
	• 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.	• 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.	The athletic, counseling and all academic departments work collaboratively to identify and regularly disseminate information about programs outside of the school that foster and enhance skills (e.g., summer engineering internships, a cappella internships,	

Date Stamp November 22, 2012

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*	-->		4
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	In collaboration with outside test prep agencies (e.g., Kaplan) the counseling department facilitates test prep courses for students during 2nd and 3rd quarter of the academic year. The student body takes over 1,000 Advanced Placement exams each year.	
	College & Career Admissions and Affordability	-->		4
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• 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.	Members of the counseling team host evening and weekend workshop sessions (2 per semester) to parents in order to provide on-going support in college identification, planning, and FASFA and scholarship application. In collaboration with international clubs, members of the counseling team host an annual college planning session for parents of students who are first generation university students and English Language Learners.	
	Transitions	-->		4
	• Transitions between key grades provide families with the required minimum paperwork/information.	• 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.	In collaboration, the counseling and special education departments are in planning stages with outside partners to develop a transitional school-to-work program for students with autism and visual impairments. The school has traditionally offered a summer Freshman Connections program to acclimatize students to the academics of the school. The PALS--Payton Advisory Leaders--are upperclassmen who assist freshmen throughout the year on a range of academic and social	

Date Stamp November 22, 2012

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
	• 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.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	Discretionary funds have been tailored to student growth activities (e.g. tutoring). The school has two very active and successful organizations that pursue outside funding: Friends of Payton and the Payton Prep Initiative for Education.	
	Building a Team	-->		4
	• 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.	• 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.	For each vacancy, a thorough hiring process is employed, whereby needs are determined, candidates are solicited, and a full-scale vetting process is employed.	
	Use of Time	-->		4
	• 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.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The current and future school schedules create regular professional development opportunities for faculty and staff. Students are able to take 7 academic classes and 2 Seminars each semester. The 2012-2013 calendar will include an enrichment program that, in part, will aid struggling students.	

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 identify individual student's ability levels and to design and implement engaging learning tasks that reach each student at the challenging, but doable, level so that all students are college-ready.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	**Students (Who we teach).** Maintaining, enhancing, and developing ability-appropriate, targeted programs that will optimize the academic, social, emotional, and physical growth of all students.	We have a compelled and compelling college-bound population of students who request and require rigorous and wide-ranging college preparatory experiences, both in the curricular and extracurricular realms. Student growth in these areas are the primary focus of the school. While 98% of our students matriuclate into college, we need to continue our movement towards being a highly effective school that ensures that our academic programs provide the skill development necessary to aptly prepare students for rigorous undergraduate programs (see SEF Dimension 6-Academic Planning). The school can develop a systemic approach to identifying students who are struggling with academic content, skills, and/or socio-emotional matters (see SEF Dimension 2-Intervention).
2	**Content (What we teach).** Create a cycle of continuous improvement whereby matters of curriculum are deliberately assessed, analyzed, refined.	The content of what schools teach--the information and skills--is changing to better address the needs of the 21st century thinker. The content of what Payton teaches needs to shift accordingly. Specifically, our curriculum needs to be better aligned with Common Core State Standards (see SEF Dimension 2-Curriculum).

3	**Faculty (How we teach).** Create a cycle of continuous improvement whereby matters of instruction, assessment, and pedagogy are deliberately assessed, analyzed, refined.	Teaching is an iterative process, whereby matters of curriculum, instruction, and assessment are regularly considered. Payton's faculty are developing processes by which quantitative and qualitative evidence of the effectiveness of instruction can be brought to the fore to determine optimal growth areas for faculty and students. Specifically, the Instructional Leadership Team can become more equipped and proficient with the analysis of student assessment data and leading faculty in the resultant adaptation of curriculum and pedagogy to address deficit areas (see SEF Dimension 1-Instructional Leadership Team). Also, some faculty can become more adept with better communication of specific learning objectives, articulating the relevance of learning activities, and including more higher-level questioning (see SEF Dimension 2-Instruction). The school can refine its approach to professional development to ensure that the professional development activities are relevant and tailored to the particular needs of each faculty member's growth within their academic discipline and pedagogies, and to ensure that each faculty member's growth is aligned with broader school-wide goals (see SEF Dimension 3-Whole Staff Professional Development).
4	**Administrative Support.** Ensure that the administrative functions of the school are sustained, including the school's fiduciary responsibilities, attendance keeping, payroll, etc.	Payton is a multi-million dollar organization with over 1,000 persons (students, faculty, and staff) in direct, daily activation with the persons and processes of the school. Effective support must be present to effectuate the multiple needs of the organization despite the comparatively limited discretionary funds that the school receives (the school will receive $234K in SGSA funds in 2012-2013).
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
Students (Who we teach). Maintaining, enhancing, and developing ability-appropriate, targeted programs that will optimize the academic, social, emotional, and physical growth of all students.	We have a compelled and compelling college-bound population of students who request and require rigorous and wide-ranging college preparatory experiences, both in the curricular and extracurricular realms. Student growth in these areas are the primary focus of the school. While 98% of our students matriuclate into college, we need to continue our movement towards being a highly effective school that ensures that our academic

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop and implement a pilot 'Payton Advanced Studies Program' that will afford ~10 students opportunity to work with on-campus faculty and external partners as they explore unique learning activities that are beyond the established Payton curriculum.	Instruction	Other student group	Curriculum, Instruction, and Assessment Coordinator	Summer 2012	Quarter 3		
Develop a method to effectively identify students who are struggling with academic objectives.	Instruction	All	ILT	Summer 2012	Quarter 3		
Continued enhancement of and student participation in grade-appropriate counseling programs (e.g. Lunch Bunch for sophomores, college admissions and scholarship advising for juniors and seniors).	Instruction	All	Counseling	Quarter 1	Quarter 4		
Appropriate $5,000 funds to the physical education department to continue the morning fitness program for students and to increase student participation in the program.	Instruction	All	Physical Education faculty	Summer 2012	Quarter 4		
Provide 3 release periods for Athletic Director to ensure all extracurricular athletic programs are fully functional and staffed and that all programs meet CPS and IHSA regulations.	Staffing	All	Administration	Summer 2012	Quarter 4		
Development of full-scale transition programs for all special education students so that they can effectively matricualte into post-secondary institutions or the workforce upon graduation from Payton.	Instruction	Students With Disabilities	Special Education Team	Quarter 1	Quarter 4		
Provide a release period for the Global Connections Coordinator whose goal is to enhance student opportunities with academic exchange programs.	Instruction	All	Administration	Quarter 1	Quarter 1		

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
Content (What we teach). Create a cycle of continuous improvement whereby matters of curriculum are deliberately assessed, analyzed, refined.	The content of what schools teach--the information and skills--is changing to better address the needs of the 21st century thinker. The content of what Payton teaches needs to shift accordingly. Specifically, our curriculum needs to be better aligned with Common Core State Standards (see SEF Dimension 2-Curriculum).

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop and implement four new courses (including Honors Statistics, AP Microeconomics, Honors Chicago Literature, Honors Humanities) that will provide appropriately-rigorous content and skill development opportunities for college-bound students.	Instruction	All	ILT	Summer 2012	Quarter 4		
Develop 3 components of the Enrichment program, that will include: (1) mandatory and optional tutoring; (2) academic clubs, and; (3) athletic programs.	Instruction	All	Curriculum, Instruction, and Assessment Coordinator	Summer 2012	Quarter 4		
Align the current curriculum with Common Core State Standards in English and Math courses, and reading across all content areas.	Instruction	All	ILT	Summer 2012	Quarter 4		
Provide a release period for one English teacher who will operate the Payton Writing Center and will increase student usage of the Writing Center.	Instruction	All	Administration; English Department	Quarter 1	Quarter 4		
Purchase textbooks that support the yearlong implmentation fo the Common Core State Standards for the Math, English, Science, Social Sciences, World Language, Physical Education, and Fine Arts departments.	Instructional Materials	All	ILT	Summer 2012	Summer 2012		
Replace 31 tablet PCs for faculty and 2 lab carts of 30 notebooks each for student use to ensure faculty and students have access to appropriate educational technologies.	Instructional Materials	All	Administration; Technology Team	Summer 2012	Quarter 1		

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
Faculty (How we teach). Create a cycle of continuous improvement whereby matters of instruction, assessment, and pedagogy are deliberately assessed, analyzed, refined.	Teaching is an iterative process, whereby matters of curriculum, instruction, and assessment are regularly considered. Payton's faculty are developing processes by which quantitative and qualitative evidence of the effectiveness of instruction can be brought to the fore to determine optimal growth areas for faculty and students. Specifically, the Instructional Leadership Team can become more equipped and proficient with the

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Refine outcomes-based grading program in math and science classes to provide clear and concise metrics that determine students proficiency of course objectives.	Instruction	All	Math and Science faculty	Summer 2012	Quarter 4		
Implement interim assessments in October, January, and June to ensure that students are making continued progress towards year-long learning goals.	Instruction	All	Curriculum, Instruction, and Assessment Coordinator; Counseling Department	Summer 2012	Quarter 4		
Allocate funds to hire a Curriculum, Instruction, and Assessment Coordinator whose primary funtion is the guide and support the faculty's development of the instructional core.	Staffing	All	Administration; Curriculum, Instruction, and Assessment Coordinator	Summer 2012	Quarter 4		
Develop a year-long, focused plan for whole-staff professional development that is aligned to school-wide priorities and is implemented on the 20 bi-weekly professional development days, as well as the professional development days in the beginning of the year, at the end of each quarter, and at the end of the year.	Instruction	All	Curriculum, Instruction, and Assessment Coordinator	Summer 2012	Quarter 4		
Hire a college counselor, alumni director, and parent engagement coordinator	Staffing	All	Administration	Summer 2012	Quarter 1		

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
Administrative Support. Ensure that the administrative functions of the school are sustained, including the school's fiduciary responsibilities, attendance keeping, payroll, etc.	Payton is a multi-million dollar organization with over 1,000 persons (students, faculty, and staff) in direct, daily activation with the persons and processes of the school. Effective support must be present to effectuate the multiple needs of the organization despite the comparatively limited discretionary funds that the school receives (the school will receive $234K in SGSA funds in 2012-2013).

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Allocate funds to hire one business manager to oversee all fiduciary obligations and responsibilities of the school.	Staffing	Not Applicable	Administration	Summer 2012	Summer 2012		
Allocate funds to hire one office clerk to facilitate daily office functions inclusive, but not limited to, maintaining accurate attendance, truancy and STLS records.	Staffing	Not Applicable	Administration	Summer 2012	Summer 2012		

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