



John Hancock College Preparatory High School

Southwest Side High School Network

4034 W 56th St Chicago, IL 60629

ISBE ID: 150162990250779

School ID: 609694

Oracle ID: 46021



2012-2014 Continuous Improvement Work Plan

Mission Statement

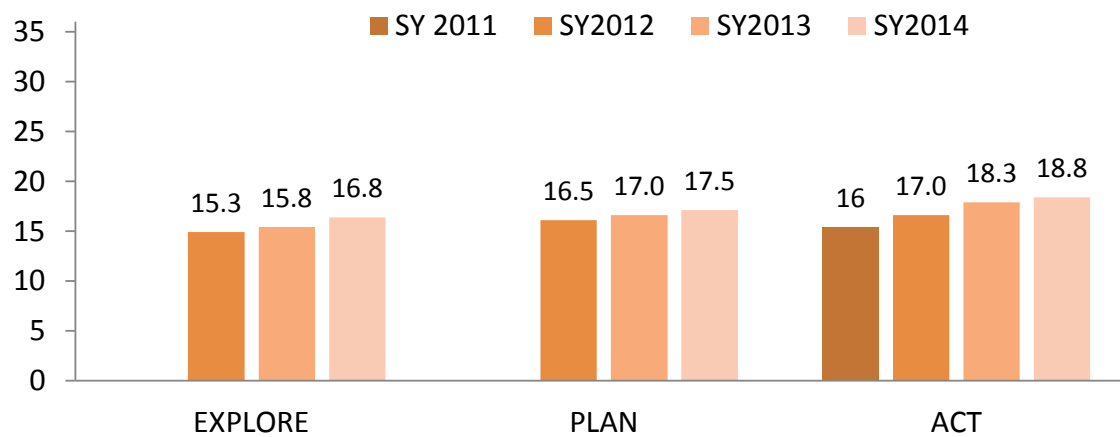
Our vision is to be a student-focused learning community where all stakeholders collaborate to prepare all students for college and post-secondary endeavors.

Strategic Priorities

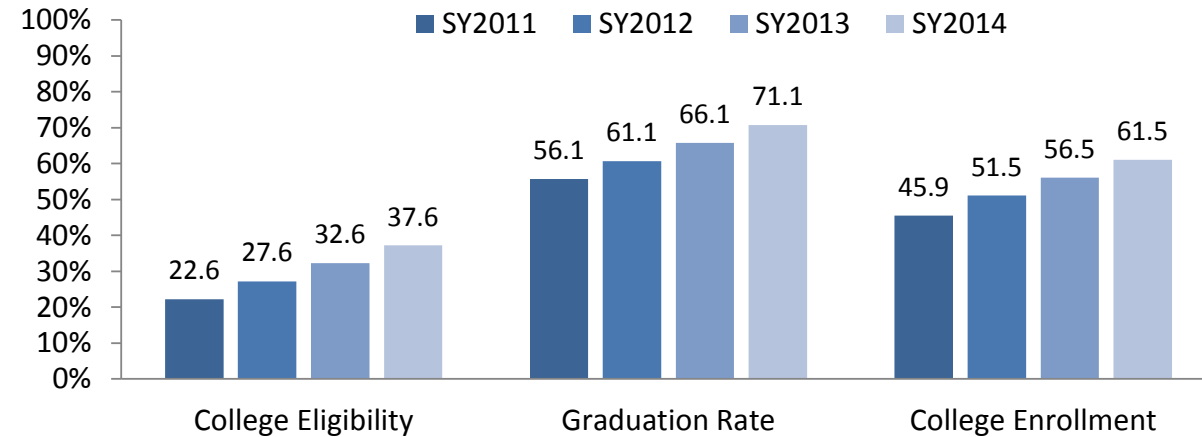
1. Improve Student Achievement -- Reading: Increase reading achievement on the Prairie State Achievement Exam to 28% at or above meets or exceeds at the end of school year 2013.
2. Improve Student Achievement -- Math: Increase math achievement on the Prairie State Achievement Exam to 30% at or above meets or exceeds at the end of school year 2013
3. Improvement Student Achievement -- Writing: Increase english achievement on the ACT english goals by 2 points by 2013
4. Improve Culture and Climate (includes Attendance): Attendance will improve by the end of 2013 to 88% and level 4-6 infractions will decrease to 6.5
5. Improve Postsecondary Achievement: College going rate will increase to 55% for the class of 2013 and on-track rates will increase to 90% for freshmen and to 85% for sophomores for 2013

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:	John Hancock 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
Pamela Glynn	Principal
Karen Boran	Assistant Principal
Jennifer Tyralla-Sullivan	Support Staff
Juana Ruiz	LSC Member
Leticia Hernandez	Lead/ Resource Teacher
Mary Corral	Counselor/Case Manager
Jacquelyn Lemon	Other
Rosalinda Ramirez	Parent/ Guardian
Gerardo Trujillo	Other



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		14.8	15.3	15.8	16.8	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	22.6	27.6	32.6	37.6
10th Grade - PLAN Average PLAN score		15.5	16.5	17.0	17.5	5-Year Graduation Rate % of students who have graduated within 5 years	56.1	61.1	66.1	71.1
11th Grade - ACT Average ACT score	15.8	15.0	17.0	18.3	18.8	College Enrollment % of graduates enrolled in college	45.9	51.5	56.5	61.5

EPAS Growth

	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.7	1.7
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.8	1.8

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	78.2	83.0	88.0	90.0	Misconducts Rate of Misconducts (L4-6) per 100	7.5	7.0	6.5	6.0
Freshman On-Track % of Freshman Students on-track	87.4	92.0	93.0	94.0	Sophomore On-Track % of Sophomore students on track	79.1	80.0	85.0	87.5



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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	20.4	26.4	28.0	30.0		PSAE Reading % of students exceeding state standards	0.0	1.0	2.0	4.0
PSAE Mathematics % of students meeting or exceeding state standards	21.4	28.4	30.0	32.0		PSAE Mathematics % of students exceeding state standards	0.0	1.0	2.0	4.0
PSAE Science % of students meeting or exceeding state standards	16.9	22.0	24.0	28.0		PSAE Science % of students exceeding state standards	0.0	1.0	2.0	4.0

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			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>Hancock does have clear and targeted student achievement goals that are robust and aggressive, and through the School Improvement Grant, the school has designed a strategic plan to achieve these goals. In our effort to meet these goals, many programs have developed. Our Problem-Based Inquiry report found that teachers felt overwhelmed by the plethora of new initiatives stemming from the School Improvement Grant, and our own observations tell us that in order to truly transform Hancock, we must find ways to consolidate programs, make roles and expectations clear, and communicate constantly.</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>Hancock's principal has created a strong professional development culture that includes continuous feedback monitoring, one-on-one coaching. Our PBI Observation Report, inconsistent interim assessment data, student surveys, parent feedback, and our administration observations say the same thing: our teachers do not push our students to their full potential. Increasing instructional rigor will be a focus of our CCSS/CRS mapping work this summer. We will deepen our efforts to ensure that all teachers are fully supported in teaching rigorous and coherent content.</p> <p>Hancock has made great strides in increasing family and community participation this year with the addition of Family Literacy Nights and Community Health Nights; we will continue these efforts while increasing the number of parent volunteers. Ensuring that Hancock parents and families are full partners in our efforts must be lived priority as well as stated.</p>	

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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>We practice distributive leadership at Hancock, with wide participation of teachers and staff on the ILT and SAS teams, course teams, grade level teams, etc. At this time, we do not have a system in place to ensure that all teachers perform a role outside of their course teams. We are in the process of revamping our system to monitor individually set goals through a teacher portfolio. That will be included in the criteria.</p>	

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Instructional Leadership Team (ILT) ----->			2
<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>Our ILT reflects the behaviors of a typical school. During our latest ILT "How are We Doing?" conversation, it became clear that Hancock needed to reconceptualize not only the composition of the ILT, but expand its purview. This important work will include changing the job description of all department chairs so that ILT participation is required. This will support a more distributive leadership philosophy while increasing department chair leadership and improving communication of expectations and impact of ILT efforts. Our goal is to ensure that the ILT truly is the instructional arm of the school leadership team.</p>	
Monitoring and adjusting ----->			4
<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>Regular data analysis is part of Hancock's culture. We have two comprehensive data days per year, and regularly share PM, interim, PBIS, and other data with staff during our Restructured Thursdays. Monthly grade level meetings look at the results of bi-weekly grade pulls to inform teacher practice and student intervention design, and course teams use interim data to target specific skills to be retaught. Our PBIS team uses attendance as well as On-Track, Out of Uniform, and Check-In, Check-Out data to monitor progress toward goals. Department chairs are making strong strides in</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>We are in the process of merging our focus on the College Readiness Standards with our emerging understanding of the Common Core State Standards. All course teams will have curriculum maps that are aligned to both by the start of the school year. Next year, our focus will be to ensure that all teachers are supported in the implementation of these curriculum maps in an extended learning period, using deep reading and authentic writing to support rigorous, coherent, grade level instruction. Our ELL and SPED students continue to show that they respond well to our current instruction; we will commit to continuing this trend</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>Our instructional materials are rich, varied, and increasingly more culturally congruent. We have completely reorganized our book rooms, and have taken a comprehensive inventory of all of our instructional materials and classroom libraries. During the 2012-13 school year, we will continue to focus on ensuring that instructional materials are culturally aligned and embedded within curricula that ensures that all students are ready for the demands of college or the world of work. That means that while using grade level materials as appropriate, our teachers are focusing on pedagogy</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			2
<ul style="list-style-type: none"> School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<p>Although school-wide, grade level, course team, and individual student data is available to every teacher immediately after each assessment, structures are not in place for non-core teachers to regularly review the data (although we have Data Days at the end of each semester that provide this summative look). Comprehensive data is available to each core team, and used consistently to inform instruction. During the 2012-13 school year, with the implementation of the CCSS across the curriculum, we will ensure that processes are in place so that all teachers regularly use this data to inform their instruction.</p> <p>We will continue to focus on the analysis of the rich formative data (such as student work) available to our teachers to ensure that all students are engaged in appropriately rigorous instructional content, and that they are making progress toward grade-level and course team goals.</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>This has been a growth area for our core course teams over the past two years. Department chairs lead course team discussions of interim assessment results, and administration works with teachers and teams on the implementation and monitoring of the resulting action plans.</p> <p>Hancock's Targeted Instructional Area is Critical Thinking, and all course teams have focused on the use of higher order thinking questions to support mastery of the standards. This will continue to be a focus for the 2012-13 school year.</p> <p>We will also continue to push ourselves to design systems and structures so that all students know exactly which standards in each content they have mastered, and the ones toward which they need to make progress. We have begun this in 2011-12; supporting student ownership of this process will be a goal for next year.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>Hancock has fully embraced the RtI model, with comprehensive academic and social-emotional intervention and monitoring systems in place. Our PBIS team has received city and state recognition for its Year One efforts -- we provide interventions through Youth Guidance as well as through internally developed interventions following the PBIS model. Our monitoring systems are in place; we struggle to align the data into a comprehensive system. During 2012-13, we will focus on data aggregation and access so that all stakeholders can participate fully in supporting students' social-emotional growth.</p>	
Whole staff professional development ----->			3
<div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; font-size: 1.2em; margin-right: 5px;">Professional Learning</div> <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>Hancock has a robust system of departmental, course team, and one-to-one coach through its math, writing, and reading Interventionists. Core department chairs are released two periods to ensure that systems and structures are in place to monitor teacher's growth in improving student achievement. Non-core teachers have access to coaching and classroom modeling from the interventionists on an as-needed basis. This system is working well; next year our focus will be on building the capacity of ALL department chairs to continue this work independently.</p> <p>Hancock dramatically increased the professional</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>All Hancock core teachers have common planning time and meet in regular cycles. All department chairs meet weekly with each other to ensure a coherent approach to team expectations. All departments meet week; not all have common planning (two teams meet before or after school to allow for bi-weekly common planning). Our Full School Day plan will address this need.</p> <p>Hancock course teams are highly inclusive with content specialists at every meeting and administration monthly. Our SPED teachers are part of their content course teams -- because some teach across contents, ensuring that they are at every course team meeting has been very, very difficult. Our grade level teams meet monthly to address the academic and social emotional needs of individual students for 9th, 10th, and 11th grade students. Because most of our teachers teach at different grade levels, it has been a challenge to build a comprehensive 12th grade team to do this work. This will</p>	
	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>Our instructional coaching efforts are greatly improved this year due to the presence of SIG-funded math, writing, and reading Interventionists. They have focused their primary attention on the development of core department chairs, knowing that department chair capacity is the foundation for lasting internal coaching systems and structures. Our new teacher orientation plans include summer support as well as the on-going support. Teachers do visit other classrooms through learning walks; peer-to-peer informal observations happen less often. Peer visitations do occur, and department chairs have begun coaching all members individually through regular data meetings.</p> <p>As mentioned above, we do not have a robust system in place to track individual staff/faculty progress toward goals -- that will be in place for 2012-13</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>The college-going culture is alive and well at Hancock due to the excellent work of our post-secondary team. Hancock has shown increases in college enrollment (35.9% in 2009 to 51.1% in 2011), and a dramatic increase in scholarship funding from \$5K in 2008 to \$3.5 million in 2011. We will continue to build upon these strengths by creating a student council during 2012-13. College selectivity and high school completion will remain as a focus for our students.</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>Students who struggle academically or social-emotionally are paired with an adult mentor through the Check-In, Check Out process of PBIS. Our PBI Report found that the student/adult relationships at the school were excellent. Our discipline office is a strong adherent to restorative justice principals, and our new PBIS team has received city and state recognition. Students with disabilities are deeply involved in school activities. Where we can improve is that while these relationships are excellent, we still experience high student class cuts, and minor disruptions in the classrooms.</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>Hancock is a safe, welcoming PBIS school with a strong discipline team that embraces the concepts and practices of restorative justice. Our interventions are comprehensive and monitored through SWIS and Verify. We struggle to create a system where all stakeholders can monitor individual student interventions and their progress. While our teachers have been trained on PBIS principles, our security and support staff need additional training. All need additional support on consistent implementation of these</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. 	Hancock has made great improvements in this area due to the SIG-funded Family Outreach Coordinator. Our home visits have increased, and the number of parents who attend school based activities has increased consistently throughout the year. All parents who attend disciplinary conversations are connected to the Parent Portal and our counselors regular work with the Dean and Administration to ensure that all students and their families are provided with the best advice possible on the most appropriate placement options within and outside the school. Community Forums and Principal Breakfasts are part of this work. Teachers keep phone logs -- but these are not part of the data collection system and are not monitored by department chairs or the attendance office for accuracy of information.	
	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. 	Hancock has embraced the PBIS model, so students and their families receive both positive reinforcement as well as intervention support to address non-productive behaviors. Family Literacy and Health nights have increased parent presence in the school, which improves the home-school communication. Administration and the Dean regularly meet with parents at the Tier II level to ensure that behaviors are addressed, and so that our interventions are	
Bonding ----->			4	
	<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. 	This is an area of great improvement this year. Hancock regularly communicates in both Spanish and English with all its stakeholders, and has increased both family attendance in the school but also our parent volunteer network. We have Family Literacy, Family Health, and Community Forums this year, in addition to the rich array of school concerts, plays, performances, Comedy nights we have always offered.	

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>Our Family Outreach Coordinator has greatly increased the number of school visits; we have partnered with Youth Guidance to increase the range and access of social emotional supports. We will continue to focus on improving school-community relationships.</p>	
	College & Career Exploration and election ----->			4
	<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>Our Counseling and Post-Secondary departments have greatly enhanced the college-going culture of Hancock students and their families with double-digit increases in college going and dramatic improvements in scholarship funding. Our college match data has improved. We will continue to build upon this strength.</p>	
Academic Planning ----->			4	
<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 AP participation has increased greatly from 2009 to 2011 with more than 12 AP courses offered. Our post-secondary team works with all grade levels to provide college visits, and college and career counseling. Next year, Hancock will be part of a Dual Enrollment pilot for English with City Colleges of Chicago, offering college credit-bearing courses at Hancock for eligible seniors.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<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>According to the My Voice, My School survey, 65% of Hancock students currently participate in extra-curricular activities. Our Full School Day plan is designed to increase that number dramatically through an enrichment period.</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 ----->			4
	<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>Hancock will be one of the few pilot schools authorized to offer the COMPASS test to next year seniors to ensure that they know their readiness to tackle college-level work. We participate in the NAVIANCE system, as well as all CPS-sponsored assessments and supports.</p>	
	College & Career Admissions and Affordability ----->			4
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>Our Post-Secondary team has developed an impressive track record in this area. 100% of our current seniors have applied to at least three post-secondary institutions, and all students have been counseled as to match, financial aid, and scholarship opportunities. The increase in scholarship funds for Hancock students from \$5,000 in 2008 to over Y-T-D in 2012 gives testimony to this.</p>	
Transitions ----->			4	
	<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>Our Freshman Connection program is a key component in our 9th grade on-track success (with over 92% of our freshman on-track at the end of first semester this year). Hancock provides extensive 12th to grade 13 support through the work of its post-secondary team, our GEAR UP participation, and our close relationship with our university partners. We are one of four pilot schools to offer Dual Enrollment ELA courses for eligible seniors through City Colleges of Chicago this fall.</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>Hancock's discretionary budget is closely aligned to that of our School Improvement Grant, which provides \$2 million dollars worth of additional support to truly transform the school. Our priorities are meeting the academic and social-emotional needs of our students so that all students meet their college and career goals. The administrative team are experienced grant writers and regularly seek out additional funding opportunities where appropriate.</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>Hancock takes a long-term approach to staffing. Our student interns are ex-students; our security team is hired from the community. The administration pays close attention to the work of our student teachers for team fit as well as instructional capacity. Our teams are carefully constructed so that the right people are matched to the developmental needs of the students in those courses, as well as knoweldge and expertise. Department chairs and teacher-teams screen a selected pool of candidates for the "right fit" and those teachers are invited to interview with a cross-selection of Hancock staff. We will build on these strengths.</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>Hancock banked minutes this year to allow for a Restructured Thursday to increase teacher team collaboration time. This has been hugely helpful in allowing the adult staff in the building to accomplish the enormous lift necessary to meet the robust SIG goals. Our 9th period recovery efforts include both academic and social-emotional supports. Next year, we will have a student enrichment period that will allow for structured interventions within the school day.</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

Our vision is to be a student-focused learning community where all stakeholders collaborate to prepare all students for college and post-secondary endeavors.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Improve Student Achievement -- Reading: Increase reading achievement on the Prairie State Achievement Exam to 28% at or above meets or exceeds at the end of school year 2013.	Although reading has been a major focus of our work this year (we had a slight rise in scores last year from 16.1 in 2010 on the ACT to 16.5 in 2011), we will continue to focus on providing support for targeted, at-level non-fiction reading and writing for all grades, and specific support for content-based reading methods across all classrooms.
2	Improve Student Achievement -- Math: Increase math achievement on the Prairie State Achievement Exam to 30% at or above meets or exceeds at the end of school year 2013	Math has been flat for the past two years and only just shown growth this past year, with a one-year growth of 5.2% on the PSAE. We will continue to build coherency in instruction through alignment across all grades, while maintaining our focus on the development of a strong skills spine (both CRS and CCSS).
3	Improvement Student Achievement -- Writing: Increase english achievement on the ACT english goals by 2 points by 2013	Our English data has been an area of concern (currently at 19.2% M/E for 2011). We will continue to support our 9th grade Composition class, continue to work closely with our writing center, and begin to offer college-level composition for seniors while embedding deep reading and authentic writing in all classrooms.
4	Improve Culture and Climate (includes Attendance): Attendance will improve by the end of 2013 to 88% and level 4-6 infractions will decrease to 6.5	Although our attendance has improved dramatically (a Year-to-Date growth of 5.4% from 2011's 78.2%), we know that this needs to be improved. Grades remain at a B average, yet we continue to show incremental growth on assessments. Internal and external reviews have both pointed to a lack of rigor in classrooms.
5	Improve Postsecondary Achievement: College going rate will increase to 55% for the class of 2013 and on-track rates will increase to 90% for freshmen and to 85% for sophomores for 2013	Although our college going and success rates continue to improve (at 35.9% in 2009 to 51.9% in 2011, a gain of 16% in two years), they do not represent the demographic needs of our community. We will continue to build the capacity of our staff/counselors to provide equitable access for our students and increase our enrollment to all postsecondary options. [On-track]



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
Improve Student Achievement -- Reading: Increase reading achievement on the Prairie State Achievement Exam to 28% at or above meets or exceeds at the end of school year 2013.	Although reading has been a major focus of our work this year (we had a slight rise in scores last year from 16.1 in 2010 on the ACT to 16.5 in 2011), we will continue to focus on providing support for targeted, at-level non-fiction reading and writing for all grades, and specific support for content-based reading methods across all classrooms.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Align % of non-fiction reading in accordance with expectations of CCSS across core content in 9th and 10th grades by June 2013	Instruction	All	ILT	Quarter 1	Quarter 4		
Align % of non-fiction reading in accordance with expectations of CCSS across core content in 11th and 12th grades by June 2013	Instruction	All	ILT	Quarter 1	Quarter 4		
Secure Achieve3000 licences for all 9th and 10th grade students to increase reading achievement, reading of non-fiction, vocabulary, and disciplinary specific content area reading.	Instruction	All	Social Science	Quarter 1	Summer 2013		Secure and create a calendar of Achieve3000 implementation to insure student access 2x weekly
All core classes have specific dedicated % of time with students engaged in guided reading as measured by lesson plans, observations, and student interviews and artifacts	Instruction	All	ILT	Summer 2012	Summer 2013		Teachers will need common lesson plan expectations; students will need common templates to record reading activities; department chairs will need training on supporting guided reading in content areas
Provide series of on-going, high-quality, job-embedded professional development and extended-day opportunities to support guided reading across the curriculum at every grade level	ILT/ Teacher Teams	Not Applicable	ILT	Summer 2012	On-going		
Provide reading targeted intervention during community time	Instruction	Other student group	Reading Interventionist	Quarter 1	Quarter 4		
Provide on-site content area reading course to every faculty member who to date has not received this formal training	ILT/ Teacher Teams	Not Applicable	Reading Interventionist	Summer 2012	Summer 2013		Need to contact university partners to get approval for on-site graduate coursework and funding
Hire a reading interventionist through SIG funds	Instruction	All	Administration	On-going	On-going		



Strategic Priority 1

Implement college-level, dual enrollment academic reading and writing course	Instruction	Other student group	English Team	Summer 2012	Quarter 4		
Purchase two common texts to support literacy implementation through the full school day block schedule for all faculty	Professional Development	Not Applicable	Administration	Summer 2012	Quarter 4		



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
Improve Student Achievement -- Math: Increase math achievement on the Prairie State Achievement Exam to 30% at or above meets or exceeds at the end of school year 2013	Math has been flat for the past two years and only just shown growth this past year, with a one-year growth of 5.2% on the PSAE. We will continue to build coherency in instruction through alignment across all grades, while maintaining our focus on the development of a strong skills spine (both CRS and CCSS).

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Backwards mapping from College Algebra to Algebra 1 by August 11th using CCSS and CRS so that pedagogy is aligned and course team instruction	ILT/ Teacher Teams	All	Math Team	Summer 2012	Quarter 4		
Purchase license to Cognitive Tutor to support math achievement for 9th and 10th grade students	Instructional Materials	All	Math Team	Summer 2012	Quarter 1		
Math targeted interventions during Community Time	Instruction	Other student group	Math Interventionist	Quarter 1	Quarter 4		
Purchase additional graphic calculators to support student math achievement and provide teachers on-going job embedded professional development on use of calculators	Instructional Materials	All	Math Interventionist	Summer 2012	Summer 2012		
Purchase two common texts to support mathematics implementation for through the full school day block schedule for all math faculty	Professional Development	Not Applicable	Administration	Summer 2012	On-going		
Hire a math interventionist through SIG funds	Instruction	Not Applicable	Administration	Summer 2012	On-going		



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
Improvement Student Achievement -- Writing: Increase english achievement on the ACT english goals by 2 points by 2013	Our English data has been an area of concern (currently at 19.2% M/E for 2011). We will continue to support our 9th grade Composition class, continue to work closely with our writing center, and begin to offer college-level composition for seniors while embedding deep reading and authentic writing in all classrooms.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue Written and Oral Composition course for 9th grade students	Staffing	Other student group	English Team	On-going	Quarter 4		
Writing teacher teaches one English II class and leads sophomore English II team	Staffing	Other student group	English Team	On-going	Quarter 4		
Backmap from AP Language through English 1 using CCSS/CRS	Professional Development	Not Applicable	English Team	Summer 2012	Quarter 4		
Continue subscription to Criterion to increase student achievement in writing	Instructional Materials	Other student group	Writing Interventionist	On-going	On-going		
Curriculum maps evidence that % of time spent on CCSS argumentative writing and research	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		
Writing interventionist works with each grade level to find professional readings, resources, and provide explicit professional development aligned with the professional learning plan to support on-going learning (which may include modeling instruction) for all staff	Professional Development	Not Applicable	ILT	Summer 2012	On-going		
Hire a writing interventionist through SIG funds	Instruction	Not Applicable	Administration	Summer 2012	On-going		
Purchase two common texts to support writing development through the full school day block schedule for all faculty	Professional Development	Not Applicable	Administration	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
Improve Culture and Climate (includes Attendance): Attendance will improve by the end of 2013 to 88% and level 4-6 infractions will decrease to 6.5	Although our attendance has improved dramatically (a Year-to-Date growth of 5.4% from 2011's 78.2%), we know that this needs to be improved. Grades remain at a B average, yet we continue to show incremental growth on assessments. Internal and external reviews have both pointed to a lack of rigor in classrooms.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue our RtI driven-professional development sequence to include SAS-driven professional development plan ensuring that all staff receive social emotional PD, support, and monitoring across the school and throughout the school year.	ILT/ Teacher Teams	All	SAS Team	Summer 2012	Summer 2013		
Continue our relationship with PBIS to support targeted research-based social-emotional strategies to positively impact climate and culture at Hancock (Tiers I, II, and III)	Other	All	SAS Team	Summer 2012	Summer 2013		
Continue to support development of positive parent, community and school working relationships at Hancock through implementation of Year Two of School Improvement Grant funded Family and Community Outreach Coordinator	Parental Involvement	All	Family and Community Outreach Coordinator	Summer 2012	Summer 2013		
Continue to support increase in student attendance through School Improvement Grant funded Dean of Attendance to ensure consistent, coherent implementation of attendance program, contact with families, and monitoring of resulting data	Other	All	Dean of Attendance	Summer 2012	Summer 2013		
Purchase Verify Student Logger add-on package to provide coherent access to student behavior and discipline information, on-line discipline referrals, and on-line intervention tracking	ILT/ Teacher Teams	All	Dean of Students	Quarter 1	Summer 2013		
Provide materials for "Community Time" during first period	After School/ Extended Day	All	Extended Day Coordinator	Summer 2012	Quarter 4		
Provide coaching support for teachers of "Community Time" to ensure that all students are engaged and active	After School/ Extended Day	All	SAS Team	Summer 2012	Quarter 4		

Strategic Priority 4

Continue partnership with Community Based Organizations to ensure equity of access to social emotional support for all Hancock students as needed	After School/ Extended Day	Other student group	SAS Team	On-going	On-going		
Provide twice monthly grade level team meetings during morning PD time to support data driven student academic and social emotional intervention planning, interdisciplinary planning, and school-wide, grade level incentive campaigns	ILT/ Teacher Teams	All	ILT/SAS Teams	Summer 2012	Quarter 4		
Provide ESP extended day funds to support on-going, high-quality, job-embedded professional development to support student social/emotional learning and academic excellence for all support staff	Professional Development	Not Applicable	SAS/ILT Teams	On-going	On-going		
Provide teacher extended day funds to support on-going, high-quality, job-embedded professional development to support student social emotional and academic excellence for all faculty	Professional Development	Not Applicable	SAS/ILT Teams	On-going	On-going		
Provide system and structure for teachers to meet REACH framework	Professional Development	Not Applicable	Administration	Summer 2012	On-going		
Increase rigor in all classrooms, professional development will be provided to support all teachers in backmapping curricula to CCSS and CRS	Professional Development	All	ILT	Summer 2012	Quarter 4		
Purchase professional development reading materials to support teaching in extended time periods	Professional Development	Not Applicable	ILT	Summer 2012	Quarter 2		
Purchase services of curriculum experts to work with course teams over the summer to complete backmapping and unit/lesson design within CCSS/CRS during extended learning periods	Professional Development	Not Applicable	ILT	Summer 2012	Quarter 4		
Continue restorative justice practices through job embedded professional development	Professional Development	Not Applicable	SAS Team	Summer 2012	On-going		
Implement RIR (Respect, Integrity and Responsibility, our school-wide social-emotional goals) as character ethical development course content where it can be integrated as appropriate	Professional Development	All	SAS Team	Summer 2012	Quarter 4		
Provide professional development to improve cultural competence of all staff, systemizing and norming a way of being to increase teachers' and staffs' cultural competency.	Professional Development	All	SAS Team	Summer 2012	Quarter 4		
Increase parent participation on Parent Portal to improve communication and understanding of attendance goals	Parental Involvement	All	SAS Team	On-going	On-going		



Strategic Priority 4

Provide monthly grade level halls to support social-emotional development, grade-level on-track rates, and attendance issues. Includes celebrations to develop community	Other	All	SAS Team	Quarter 1	Quarter 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
Improve Postsecondary Achievement: College going rate will increase to 55% for the class of 2013 and on-track rates will increase to 90% for freshmen and to 85% for sophomores for 2013	Although our college going and success rates continue to improve (at 35.9% in 2009 to 51.9% in 2011, a gain of 16% in two years), they do not represent the demographic needs of our community. We will continue to build the capacity of our staff/counselors to provide equitable access for our students and increase our enrollment to all postsecondary options. [On-track]

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide ACT support classes through GEAR-UP and other university partners	After School/ Extended Day	Other student group	Postsecondary Coach	Quarter 3	Quarter 4		
Continue to purchase Naviance subscription to support tracking of individual student success	Other	All	Postsecondary Team	On-going	On-going		
Continue to provide support for college success through offering Senior Seminar	Instruction	Other student group	English Team	Quarter 1	Quarter 4		
Provide college campus visits for Hancock students and their parents within the State of Illinois	Parental Involvement	All	Postsecondary Team	On-going	On-going		
Provide college campus visits for Hancock students outside of Illinois	After School/ Extended Day	All	Postsecondary Team	On-going	On-going		
Continue to provide a series of parent workshops to support FASFA completion, college funding knowledge, and ways to support their students' transition to postsecondary education	Parental Involvement	All	Postsecondary Team	On-going	On-going		
Purchase services of Postsecondary Coach	Staffing	All	Postsecondary Team	Summer 2012	On-going		
Continue to improve College Match with Hancock seniors	Supplies	Other student group	Postsecondary Team	On-going	On-going		
Purchase Summer School Coordinator for Freshman Connection/Summer School to ensure 9th grade on-track rates as well as on-time graduation rates	Staffing	Other student group	Administration	Summer 2012	Summer 2012		
Provide funding for culturally appropriate speakers and role models to exemplify impact of college and career preparation	Professional Development	All	Postsecondary Team	On-going	On-going		



Strategic Priority 5

Purchase PREP ME to support ACT success	After School/ Extended Day	Other student group	Postsecondary Team	Quarter 2	Quarter 4		
Develop Junior Seminar course to provide CCSS/CRS academic reading and writing supports by reviewing research-based best practices for college-going success to prepare for implementation in 2013-2014 school year, in conjunction with r ASCA plan, as well as the development and implementation of academic behaviors that support college and post-secondary success	ILT/ Teacher Teams	Other student group	English Team	Quarter 2	Year 2		
Purchase released on-track coordiantor	Instruction	All	Administration	Summer 2012	Quarter 4		
Provide counseling support for undocumented students to increase graduation and college going rates	Other	Other student group	Counseling Team	Quarter 1	Quarter 4		