



2012-2014 Continuous Improvement Work Plan

William J Bogan High School

Southwest Side High School Network

3939 W 79th St Chicago, IL 60652

ISBE ID: 150162990250003

School ID: 609698

Oracle ID: 46041



Mission Statement

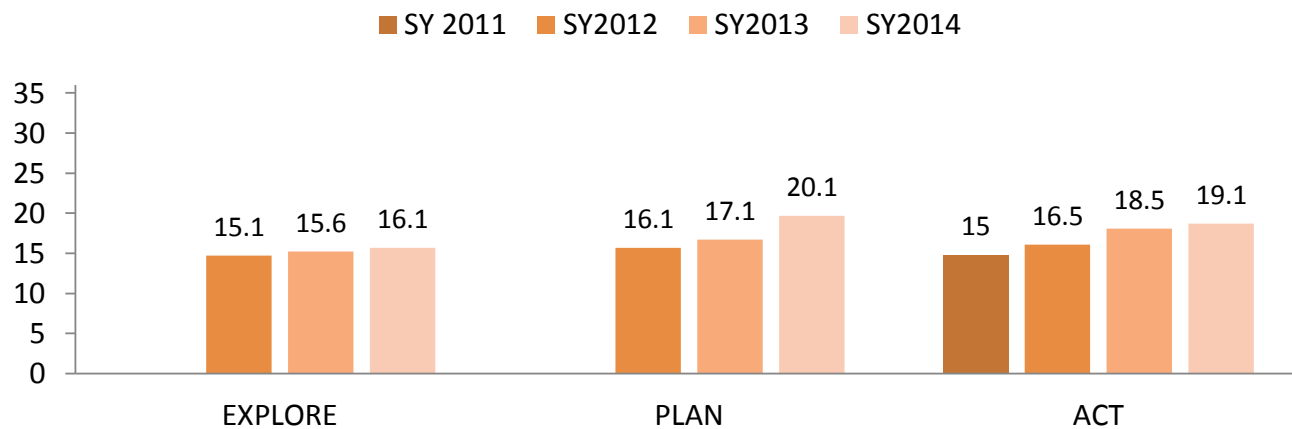
Bogan High School will provide a rigorous, global, college preparatory program, which will foster life-long learners. We will encourage excellence, diversity, mutual respect, teamwork, and parental involvement in a safe and supportive environment.

Strategic Priorities

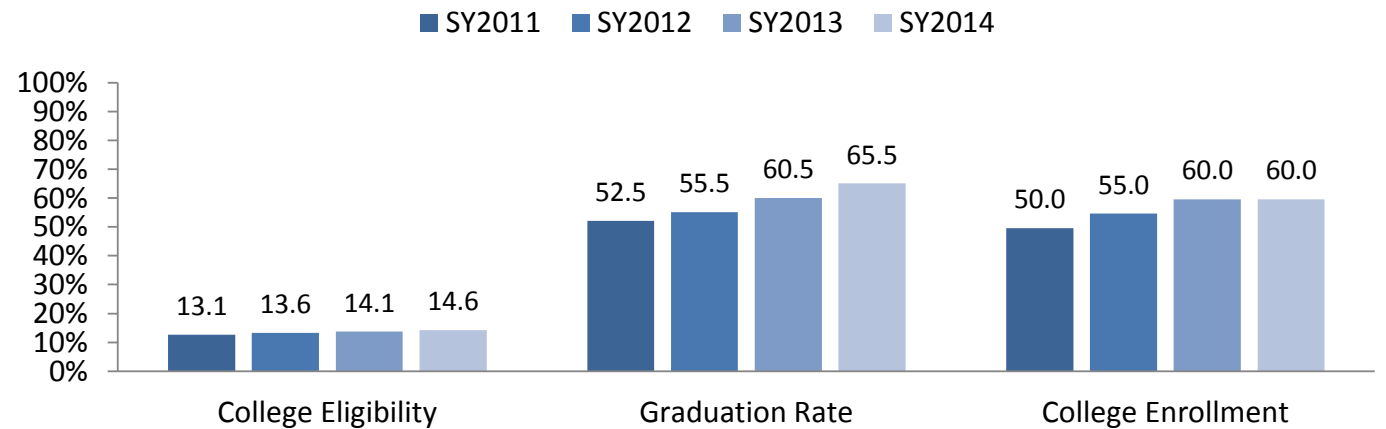
1. Teachers will implement a standard-base curriculum aligned to CCSS/CRS, supported by high quality texts and research-based instructional material with a focus on literacy instruction in all core areas.
2. Teachers meet and collaboratively plan units and lessons aligned to standards that are designed to engage students in high-level cognitive tasks.
3. All teachers will participate in on-going professional development centered on teacher effectiveness supported by quarterly observation cycles.
4. Bogan will implement a school-wide attendance policy to maximize instructional time through a tired (RTI) system of supportive, interventions, and incentives to meet the needs of all students.
5. Bogan will implement a Freshman Success Plan that addresses transition to high school with a focus on student outcome data centered around rigor, f=relevance and relationships that support the social and academic needs of each student.

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:	William J Bogan 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
Kenneth McNeal	Principal
Andrew Thomas	Assistant Principal
Judith Gibbs	Assistant Principal
Eric Wiley	Assistant Principal
Karlene King-Williams	Support Staff
Holly Moore	Classroom Teacher
Steven Biegel	LSC Member
Delores Perterson (PAC)	Other
Jennifer Maali	Counselor/Case Manager
Charles Brazier	Parent/ Guardian
Ricardo Castro	ELL Teacher
Herbert House	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		13.3	15.1	15.6	16.1	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	13.1	13.6	14.1	14.6
10th Grade - PLAN Average PLAN score		14.1	16.1	17.1	20.1	5-Year Graduation Rate % of students who have graduated within 5 years	52.5	55.5	60.5	65.5
11th Grade - ACT Average ACT score	15.2	14.2	16.5	18.5	19.1	College Enrollment % of graduates enrolled in college	50.0	55.0	60.0	60.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	4.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.4	2.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	75.2	80.2	85.0	90.0	Misconducts Rate of Misconducts (L4-6) per 100	5.8	5.3	4.8	4.3
Freshman On-Track % of Freshman Students on-track	67.1	72.1	77.1	82.1	Sophomore On-Track % of Sophomore students on track	58.6	63.6	68.6	73.6



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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	15.3	16.3	27.3	38.3		PSAE Reading % of students exceeding state standards	0.0	12.1	15.1	27.2
PSAE Mathematics % of students meeting or exceeding state standards	10.4	16.0	26.4	37.4		PSAE Mathematics % of students exceeding state standards	0.0	12.1	15.1	27.1
PSAE Science % of students meeting or exceeding state standards	8.3	16.0	25.3	37.3		PSAE Science % of students exceeding state standards	0.0	12.1	15.1	27.1

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. 	<ul style="list-style-type: none"> The school has created and implemented a school wide strategic plan which correlates with the principal performance scorecard The school conducts weekly rhythm sessions around strategic plan in relation to key performance indicators with a focus on monitoring strategic plan The school administers quarterly interim assessments and data analysis conferences with teachers to identify skill gaps and to strategically plan for reteaching. The school has implemented protocols to ensure fidelity procedures in analyzing student data. 	
DIMENSION 1: Leadership	Principal Leadership ----->			2
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Principal facilitates the senior leadership team (SLT) weekly to ensure focus on school wide goals and to monitor performance on Key Performance Indicators (KPI). Principal routinely conducts formal and informal observations, monitors weekly course team meetings, and provides individual teacher performance management sessions to ensure quality instructional practices and to support teacher development and growth. Principal promotes a college and career readiness environment through rigorous courses, dual enrollment, established college partnerships, and through the recognition of individual learning styles. Principal clarifies vision for instructional best practice and participates in data conferences with teachers to determine goals and benchmarks, monitors quality and drives continuous improvement. 	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			2
<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 	<ul style="list-style-type: none"> * Most teachers are invested in the progress of the school through leadership in one or more of the following areas: <ul style="list-style-type: none"> * SLC * ILT * Bilingual Advisory Committee (BAC) * Bogan Advisory Crew (BAC) * Union Representatives * LSC * TCT * Data Team * Extra curricular activity sponsorships * Advisors * Department Chairs 	

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Typical School	Effective School	Evidence	Evaluation
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 	<ul style="list-style-type: none"> The school's ILT is composed of faculty members from all academic departments. The school's ILT provides school wide professional development and participates in data driven conferences. The ILT conducts weekly walk throughs and provides reflective feedback to teachers to promote improvement in teaching and learning. Most ILT members serve as department chairs, thus facilitating communication between the course teams and the ILT. The ILT analyzes school wide data and makes suggestions for instructional improvements. 	
Monitoring and adjusting ----->			3
<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. 	<ul style="list-style-type: none"> The school has performance management structures to facilitate analysis of student data at the school level, department level, course team level, grade level, and teacher level. The school has a systematic protocol for analyzing core course student data and planning for reteaching. All core teachers have been trained in data analysis in order to utilize data provided by CIM. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. 	<ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. 	<ul style="list-style-type: none"> Each course team writes common assessments, unit plans, common lesson plans. CTT collaborate with course team plans to meet the needs of students with special needs. Course teams meet bi-weekly to discuss and share instructional strategies and best practices. 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. CTT teachers collaborate with general education teachers to share best practices and to provide accommodations and modifications per individual educational plan. 	
	Instructional materials ----->			2
	<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). 	<ul style="list-style-type: none"> Core course teams create instructional materials that are aligned with standards. Instructional materials are collaboratively created in support of students with disabilities as well as varying language proficiency levels of ELLs. Instructional teachers align, create, and modify instructional materials to meet the needs of the students while addressing the standards. 	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ul style="list-style-type: none"> * School, teacher, and classroom data is organized and available to core level teachers in CIM immediately after each quarterly assessment. * Each course team uses benchmark, formative, and summative assessments to monitor student learning on a frequent basis. * Each course team creates a variety of assessment methods that are aligned with standards. * Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	

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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. 	<ul style="list-style-type: none"> * Each teacher displays the agenda, standards-based learning objective, and skills. *Some teachers utilize a variety of levels of questioning techniques to promote higher order thinking skills. * Some teachers provide differentiated instruction and provide a variety of learning modalities to meet the needs of all students. * Some teachers regularly use five week formative assessments to monitor student progress and growth. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<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. 	<ul style="list-style-type: none"> The school provides small group instruction and double blocks in English and mathematics as well as additional supports outside of the classroom. Teacher intervention plans are closely monitored by the administrators to track student progress and achievement on a weekly basis. The school has structures designed to provide interventions to students: student academic support center, after school credit recovery, and SES tutoring. 	
	Whole staff professional development ----->			2
	<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. 	<ul style="list-style-type: none"> The school has a focused plan for whole staff professional development aligned to school wide priorities and goals. School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	

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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. 	<ul style="list-style-type: none"> Teachers collaborate twice a week in course teams to analyze formative assessment data and plan weekly instruction and assessments. Some teacher teams share ownership for results in student learning. Teacher teams include general education, special education, bilingual education, and specialists. Teachers have protocols or processes in place for team collaboration. 	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<ul style="list-style-type: none"> New teachers are provided with induction support. Teachers consistently receive feedback that supports their individual growth. Opportunities are provided to visit other classrooms and observe best practices. Peer coaching and modeling are provided to support individual teacher growth. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>The school has developed a college and career-ready culture that includes:</p> <ul style="list-style-type: none"> full time post secondary coach senior seminar class in house college and career fairs college tours college representative visits senior parent nights College Decision Day event 	
	Relationships ----->			2
	<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>Relationships between adults and students are initiated through advisory, SLC events, and group awareness counseling. Student home language culture is substantiated through school wide activities and events (International week, cinco de mayo celebration, and cultural dance performances)</p>	
Behavior & Safety ----->			2	
	<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>School wide norms (PBIS) are in place to address discipline violations. The Dean's office creates and maintains a safe and welcoming school climate through a Boy's to Men Mentoring program. Conflict resolution sessions are provided by the counseling department.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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. 	The school provides information to parents through: <ul style="list-style-type: none"> Teacher-family communication Parent teacher conferences Monthly Newsletter Counselor communication Grade level parent nights Parent portal PAC Open house 	
	Ongoing communication ----->			2
	<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. 	On-going communication is provided through: <ul style="list-style-type: none"> Grade level parent events Academic progress information through teacher/counselor communication 	
Bonding ----->			2	
	<ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	<ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. 	The school engages community and families through <ul style="list-style-type: none"> Music performances (winter and spring concerts) Art fair Debate competition Athletic events Book club 	

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	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. 	Outreach is provided to families through: <ul style="list-style-type: none"> Clinician supports Knock at Midnight Dean's office 	
	College & Career Exploration and election ----->			2
	<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. 	<ul style="list-style-type: none"> *Post-Secondary team conducts numerous college tours to familiarize students with college life as they examine their own interest, goals, and plans for their future. *Post-Secondary team hosts college fairs to provide students the opportunity to research colleges and universities. 	
Academic Planning ----->			2	
<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. 	The school engages students in academic planning through: <ul style="list-style-type: none"> Course counseling sessions Town hall meetings Academic advisory supports IB classes AP classes 		
Enrichment & Extracurricular Engagement ----->			4	
<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. 	Equitable exposure is provided to students through various extra-curricular and enrichment opportunities that include: <ul style="list-style-type: none"> Student council Build-On 		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> *The school administers the SEQ to assist students in setting realistic goals for the future. *The school utilizes WNI in an effort to help students identify their strengths and weaknesses. 	<ul style="list-style-type: none"> *School host ACT prep classes to provide students with practice to
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<ul style="list-style-type: none"> *Post-Secondary team collaborates with community partnerships, e.g., Southwest Youth Collaborative, Ladder Up, and Trio to assist students and their families with college career, and financial informaion. *Post-Secondary team host parent workshops to help parents develop a more realistic view of an academic fit with a college or university. *Post-Secondary team hosts various FAFSA night events to help parents understand the financil aid process. 	
Transitions ----->			2	
	<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. 	<ul style="list-style-type: none"> *The school maintains a smooth transition between elementary and high school and high school into college. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> *The school uses their discretionary funds to accommodate student needs and identify personnel that promote better student outcomes. *The school maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. *The school strategically priorities it's spending to meet the needs for a learning environment. 	
	Building a Team ----->			2
	<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. 	<ul style="list-style-type: none"> *Interviews normally consist of a team made up of administrators, department chairs and lead teachers. *All vacancy positions are filled as soon as possible. 	
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. 	<ul style="list-style-type: none"> *Struggling students have individual intervention tailored for them on Saturdays. *The school has built-in time for teachers to plan for better student academic performances. *The school's bell schedule allows students enough time to engage in meaningful conversations concerning rigor and relevance. 	

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

Bogan High School will provide a rigorous, global, college preparatory program, which will foster life-long learners. We will encourage excellence, diversity, mutual respect, teamwork, and parental involvement in a safe and supportive environment.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will implement a standard-base curriculum aligned to CCSS/CRS, supported by high quality texts and research-based instructional material with a focus on literacy instruction in all core areas.	Bogan's data reflects less than 50% of our students meet the expected EPAS gains in reading school-wide.
2	Teachers meet and collaboratively plan units and lessons aligned to standards that are designed to engage students in high-level cognitive tasks.	Data indicates a need to analyze student data, share best practices, and plan for teaching and re-teaching based on student data outcomes.
3	All teachers will participate in on-going professional development centered on teacher effectiveness supported by quarterly observation cycles.	All teachers need on-going support and development to attain the level of instruction necessary for proficiency.
4	Bogan will implement a school-wide attendance policy to maximize instructional time through a tired (RTI) system of supportive, interventions, and incentives to meet the needs of all students.	Bogan's attendance data indicates that over the last 3 years school-wide attendance has averaged less than 80%.
5	Bogan will implement a Freshman Success Plan that addresses transition to high school with a focus on student outcome data centered around rigor, f=relevance and relationships that support the social and academic needs of each student.	Although Bogan data indicates a positive trend on FOT improvement, the most current FOT data is only 67.9 %

Strategic Priority 1

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

Strategic Priority Description	Rationale
Teachers will implement a standard-base curriculum aligned to CCSS/CRS, supported by high quality texts and research-based instructional material with a focus on literacy instruction in all core areas.	Bogan’s data reflects less than 50% of our students meet the expected EPAS gains in reading school-wide.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Teacher leaders will provide on-going professional development and support, to all teachers, on integrating literacy instruction aligned to the Common Core across all content areas.	Professional Development	All	ILT	Summer 2012	On-going	On-Track	
Course teams will strategically conduct an instructional textbook needs assessment and identify high quality texts and instructional resources aligned to the CCSS.	Instructional Materials	All	Department Chairs	Summer 2012	Summer 2012	On-Track	
Using backwards mapping, teachers will develop and implement Curriculum aligned to Common Core, inclusive of assessments, unit planning, scope and sequence mapping, instructional strategies, and lesson plans.	Instruction	All	Course Teams	Summer 2012	On-going	On-Track	



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
Teachers meet and collaboratively plan units and lessons aligned to standards that are designed to engage students in high-level cognitive tasks.	Data indicates a need to analyze student data, share best practices, and plan for teaching and re-teaching based on student data outcomes.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a master schedule that will provide common planning time for all departments and course teams that will facilitate on-going vertical and horizontal planning	Instruction	All	Scheduler	Quarter 3	Summer 2012	On-Track	
All teachers will participate in professional development that increases their capacity to develop lessons that engage students in higher level critical thinking tasks.	Instruction	All	ILT	Summer 2012	Summer 2012	On-Track	
Using the collegial observation cycle, teacher leads will model, coach, mentor, and support teacher team members.	Instruction	All	Teacher Leads	Year 2	On-going	On-Track	



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
All teachers will participate in on-going professional development centered on teacher effectiveness supported by quarterly observation cycles.	All teachers need on-going support and development to attain the level of instruction necessary for proficiency.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide professional development on the domains, components, and elements of the Teacher Framework.	Instruction	All	Administrators	On-going	On-going	On-Track	
ILT and teacher leads will conduct on-going informal observations utilizing the Teacher Framework to provide support and feedback for teacher development.	Instruction	All	Teacher leads	Quarter 1	On-going	On-Track	
Teachers will engage in quarterly data cycle conferences and re-teaching with a focus on student outcome data.	Instruction	All	All Teachers	Quarter 1	On-going	On-Track	



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
Bogan will implement a school-wide attendance policy to maximize instructional time through a tiered (RTI) system of supportive, interventions, and incentives to meet the needs of all students.	Bogan's attendance data indicates that over the last 3 years school-wide attendance has averaged less than 80%.

Action Plan **Monitoring**

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The attendance office will track student's daily attendance using Gradebook Excessive Absence Report.	Instruction	All	Admin	Summer 2012	On-going	On-Track	
Bogan's Intervention Team will participate in the PBS training (Start On Time). Team will create and implement action plan for staff and students.	ILT/ Teacher Teams	All	Attendance Team	Quarter 4	On-going	On-Track	
The attendance office will monitor and place students on interventions contracts to produce an increase in student attendance.	ILT/ Teacher Teams	All	Attendance Office	Summer 2012	On-going	On-Track	



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
Bogan will implement a Freshman Success Plan that addresses transition to high school with a focus on student outcome data centered around rigor, f=relevance and relationships that support the social and academic needs of each student.	Although Bogan data indicates a positive trend on FOT improvement, the most current FOT data is only 67.9 %

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Freshman administrators will use weekly assessment data and student work to drive course planning and student academic achievement through differentiated instruction and interventions.	Instruction	Other student group	Administration	Quarter 1	Quarter 1	On-Track	
Administrators will use Pivot Tables to identify data located in the student's profile and grading port. Administrators will provide supplemental materials in conjunction with core content, but that does not replace the curriculum and standards at grade level.	ILT/ Teacher Teams	Other student group	Administration	Quarter 1	Quarter 1	On-Track	



Strategic Priority 5
