CIWP

2012-2014 Continuous Improvement Work Plan

Air Force Academy High School

Southwest Side High School Network

3630 S Wells St Chicago, IL 60609

ISBE ID: 150162990250848

School ID: 610513

Oracle ID: 45231

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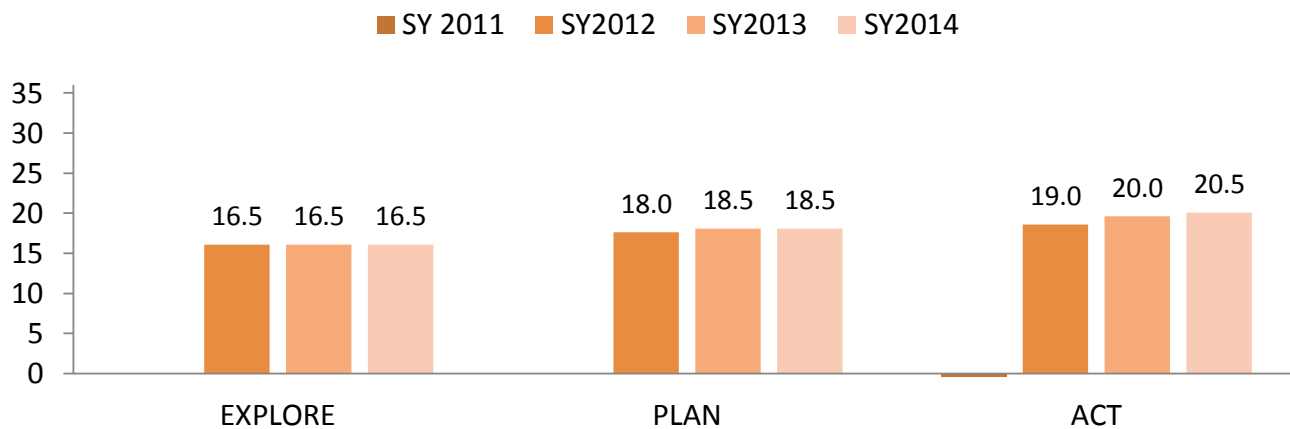
Mission Statement

Air Force Academy High School will recognize and develop the full intellectual and social potential of all stakeholders. The AFAHS offers a comprehensive and rigorous college-preparatory curriculum, placing a strong emphasis on Aerospace Science and literacy across the disciplines. We offer a safe and structured environment where all stakeholders are partners in the educational process. Following the United States Air Force culture of integrity, service, and excellence, AFAHS will graduate cadets who are prepared to succeed in our global society.
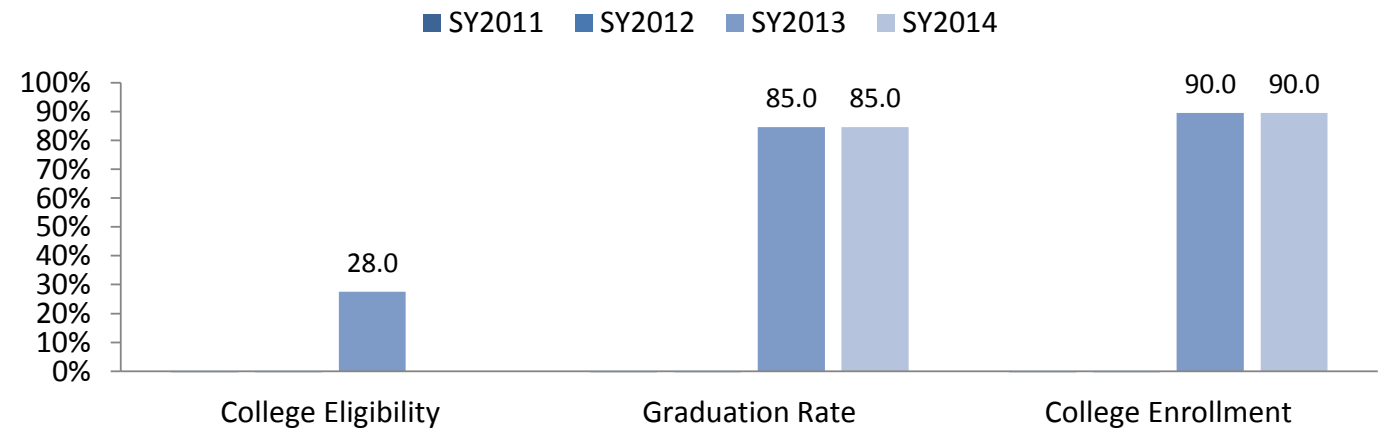
Strategic Priorities

1. Further implement the common core standards and interventions (including RTI) for students who need additional support in specific skill development, as identified by assessment data.

2. Develop the professional capacity of staff through ongoing, focused and targeted professional development.

3. Enhance post-secondary program through ASCA curriculum, college visits, workshops and seminars, and student internships with community partners.

4. Maintain a positive and safe learning environment through character development programs, CHAMPS, Foundations (DSC) and other positive behavior initiatives.

5. Increase the level of parental and community involvement in all aspects of the school community.

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012		18.0	
SY2013	16.5	18.5	19.0
SY2014	16.5	18.5	20.0
	16.5		20.5

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2013	28.0	85.0	90.0
SY2014		85.0	90.0

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Air Force Academy 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
Yashika Tippett-Eggleston	Principal
Sherese Pharr	Support Staff
Joseph Mitacek	Assessment/Data Faculty
Jessica Chambers	Lead/ Resource Teacher
Stephanie Jones	Counselor/Case Manager
Martina Brockway	Lead/ Resource Teacher
Sarah Briggs	Counselor/Case Manager
Robert Friedman	Community Member
Mark Benz	Other
Jessica Janopoulos	Parent/ Guardian
Teresa Moore	Parent/ Guardian
Larry Moore	Support Staff

High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		15.1	16.5	16.5	16.5
10th Grade - PLAN Average PLAN score		16.4	18.0	18.5	18.5
11th Grade - ACT Average ACT score	NDA	17.0	19.0	20.0	20.5

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	NDA	NDA	28.0	
5-Year Graduation Rate % of students who have graduated within 5 years	NDA	NDA	85.0	85.0
College Enrollment % of graduates enrolled in college	NDA	NDA	90.0	90.0

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	93.3	93.0	95.0	95.0
Freshman On-Track % of Freshman Students on-track	91.8	90.0	90.0	90.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	15.6	12.0	12.0	12.0
Sophomore On-Track % of Sophomore students on track	92.1	90.0	90.0	90.0

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	NDA	35.0	40.0	40.0	**PSAE Reading** % of students exceeding state standards	NDA	10.0	15.0	15.0
PSAE Mathematics % of students meeting or exceeding state standards	NDA	35.0	40.0	40.0	**PSAE Mathematics** % of students exceeding state standards	NDA	10.0	15.0	15.0
PSAE Science % of students meeting or exceeding state standards	NDA	35.0	40.0	40.0	**PSAE Science** % of students exceeding state standards	NDA	10.0	15.0	15.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**3**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Lesson plans are developed in response to data collected through interim, teacher-created and EPAS assessments. Through our strategic plan the school has established clear, measurable goals for student achievement aimed at narrowing the achievement gap and ensuring a high graduation rate, attendance rate, and college readiness The school has established a strategic plan that outlines the school's priorities and key levers and the anticipated impact when implemented with fidelity. Response to Intervention is implemented at the classroom level and in small Group supplemental instruction.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	• To an extent the principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content and skill knowledge and leadership capability. Principal and leadership team clarifies a vision for instructional best practice, works with individual staff and teacher teams to determine goals and benchmarks, monitor quality and drives continuous improvement. Principal establishes and fosters a culture of college readiness through clarity of the vision to all stakeholders by continuously reinforcing the importance of reaching these goals. Principal provides essential information for families on school events and responds timely to requests for information. Families and community are engaged through occasional school-wide events.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	• Each teacher is encouraged, supported and/or assigned a leadership duty within the school, including (but not limited to): Curriculum, ILT, course/grade level teams, RTI, data, etc.) Each teacher has equity of voice in grade/course, ILT and whole staff meetings. Each teacher is encouraged to share learning about effective practices from PD	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	ILT membership represents departments and grade levels in the school as well as curriculum experts where most members actively share. The ILT influences instruction in the classroom by identifying skills though assessment data and sharing them with teachers to help plan instruction. The curriculum team operates as part of the ILT to improve teaching and learning and ensuring fidelity to skills. The ILT manages some internal instructional iniatives but primarily implements districtwide instructional mandates. The school data team analyzes the data for the ILT and all staff to process.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Data from all assessments is anaylzed and shared with teachers. We are beginning to use a systematic data protocol around all standardized testing in core classes. A culture of planning and retaching based off assessment data is emerging.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	There is A Curriculum team that reviews and provides teacher feedback on weekly Lesson plans to ensure alignment with targeted skills and 'Priority 1'!B16 'Priority 1'!E17:'F17'!C14 - the Curriculum team conducts weekly peer observations to ensure fidelity to instructional plans. -action plans are created by grade-level and departmental teams to Address immediate and long-term student needs. -action plans are developed to provide additional supports for teachers. -Curriculum team implemented A school-wide instructional focus on differentiation in the classroom. team discussions, peer observations, and Lesson plan monitoring served as fidelity checks.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Teacher created curriculum is monitored by the curriculum team for research based instructional strategies, standards alignment and authentic literacy materials. Differentiated instructional materials are supplemented by teachers and peer reviewed for standards alignment in departmental meetings.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	All school data is made available to all teachers through access to CIM and shared data folders in FirstClass, but the data is used inconsistently by individual teachers. Teachers use prediction protocols and reteaching plans for standardized testing. Core courses use quarterly standardized assessments through CIM to monitor performance skills. All teachers assess students a minimum of three times weekly with an assigned grade. Assessments are both formative and summative with a focus on performance skills. Assessment accommodations and modifications are documented in lesson plans according to the IEP. RTI is in place to provide skill remediation to struggling students.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Formative assessments areadministered and anylized throughout the year in the form of district and teacher-created assessments. Teachers converse and anylize data from interim assessments within grade level, departmental, and ILT settings. Curriculum Team provides weekly feedback on lesson plan alignment with standards, objectives, and assessments. Curriculum Team and Departmental peer observations are conducted biweekly to observe instructional best practices and fidelity to lesson planning. Teacher-created skills assessments, administered quarterly, are reviewed at the departmental and grade level team meetings. Instructional objectives are adjusted in response to identified student needs.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**4**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	District Interims, Scantron and EPAS are used as universal screeners to place students in RTI tiers. Flex time program provides a biweekly targeted reading and math intervention in addition to regular classroom instruction. Classroom interventions include small group instruction, push-in and pull-out support provided by reading specialists, after school tutoring and one-on-one instructional support. Grade level teams review quarterly data (teacher created skills assessments, D and F reports, interim assessments) to determine placements in reading and math small group interventions and monitor individual student progress.	
Whole staff professional development	-->		**2**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Whole staff professional development occurs and is tied to school priorities but not tied to a year long plan but occurs as needed and as necessary. Monitoring of the effectiveness of the professional development is inconsistent.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**4**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Grade level and departmental teams meet weekly or biweekly and have agendas addressing the action plans set forth by the ILT. Teams are inclusive of general education, special education, counselor, and administration. Grade level teams discuss current progress-monitoring data for students on watch lists and / or receiving interventions. Departmental teams discuss lesson-planning objectives and current instructional needs based on skills assessments.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Curriculum Team identifies teachers' needs for support and provides feedback for lesson planning, instructional best practices, and classroom management. Targeted peer observations are conducted weekly to monitor progress and document professional growth. Curriculum Team researches and suggests quality professional development workshops for teachers to attend.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	***High expectations & College-going culture***	-->		**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	From the first day cadets show up to high school, college is emphasized through college visits, college fairs, guest speakers, admissions counselors, the What's Next Illinois program and other classroom interaction. -Mentors regularly discuss standardized test scores (both achieved and projected) in relation to college and career goals. -cadets are provided multiple opportunities to demonstrate leadership through positions in the school (classroom, student government, AFJROTC)	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	All cadets are assigned a mentor who meets regularly with them in both formal and informal settings. These Mentors Address A wide-range of issues which will help them grow as individuals, achieve their personal goals and become A productive citizen in our society. -All cadets and Staff model their interactions based on respect and the three core values of integrity, service and excellence, thereby allowing cadets to learn how to appropriately interact with others. -All cadets, regardless of race, religion or orientation, are afforded the same opportunities to engage in All school functions.	
	Behavior& Safety	-->		**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	School uses a system of graduated interventions for inappropriate behavior (verbal, demerit, detention, suspension, probation) and also rewards for positive behavior (verbal, merit, special privilege, leadership position) - Merit/demerit policy is provided and posted for all students and Staff to see. - Dean, Commandant and Case Manager regularly discuss cadet behavior, both as a group and with other faculty, to determine what actions should be taken in regard to cadets with behavior issues.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	• Principal provides clear information for families on school performance on the AFAHS Website and parent meetings • Teachers provide clear information for families on what students are accepted thru the teacher syllabus, which contains their email, phones numbers, and times to meet. • School staff supports community/enrichment partner efforts by communicating information to school students/staff if the partner reaches out for support. • School staff support community /enrichment partner efforts by providing available space and supervised access to school facilities as needed • School staff provide community/enrichment partner with publically reportable information about students and assist in	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	• Principal and teachers communicate student grades through bi weekly student progress report. Parent conference/calls are communicated through meetings, emails, calls, or text messages. • Communication with school staff is predominantly initiated by the community/enrichment partner on a need-to-know basis. • Communication between community/enrichment partners occurs when scheduling, space or participant conflicts arise	
	Bonding	-->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• AFAHS has an open door policy to parents which is welcoming and non-threatening environment. • Principal leads the work to empower and motivate families and community by having parent meetings and parent workshops. • School staff provides frequent opportunities for parent involvement with field trips, Adler events, College tour & tailgating events. • School staff, led by principal, establish a welcoming, collaborative, open minded and visionary environment for student engagement in community/enrichment partner programs and activities	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	--->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	School provides required services to student within the school building during school hours as well as after school hours evidence by classroom observations, teacher collaboration, parental collaboration,and student academic performance.	
College & Career Exploration and election	--->		**2**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Career Fairs , Career workshops College Tours College & Career Portfolios What's Next Illinois	
Academic Planning	--->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Academic Goal Setting through mentoring 3 Individual Learning Plans (9th grade) Milestones 9-11 completed through What's Next Illinois Goal setting for ACT from Explore , Plan and practice ACT driving college selection and career readiness Credit recovery plans Guidance Lessons	
Enrichment & Extracurricular Engagement	--->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	High School investigation Day for rising freshman Partnerships with: Air Force, Adler, Ladder Up, Black Latino Achievers, Dailey College ,After School Matters	

6: College and Career Readiness Supports

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*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Career interest inventories Counselor created surveys Resume Builder	
	College & Career Admissions and Affordability	-->		**2**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	College Cost & EFC calculator Post-Secondary Planning Room FAFSA workshop College and Career Exploration Workshop parents	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	Ladder Up, Black and Latino Achievers , Air Force, After School Matters, Adler, The Associated Colleges of Illinois Department of Rehabilitative Services Freshmen Connection and all-grade level orientation are provided.	

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***	--->		**2**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	School allocates discretionary spending to align with identified needs and strategic priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. School focuses on use of resources for the student achievement growth necessary for every student to graduate college ready.	
	Building a Team	--->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Hiring is conducted after an assessment of student need, staff capacity, or expected vacancy is identified. 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.	
	Use of Time	--->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. School schedule is designed based on number of minutes per subject or course.	

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

Air Force Academy High School will recognize and develop the full intellectual and social potential of all stakeholders. The AFAHS offers a comprehensive and rigorous college-preparatory curriculum, placing a strong emphasis on Aerospace Science and literacy across the disciplines. We offer a safe and structured environment where all stakeholders are partners in the educational process. Following the United States Air Force culture of integrity, service, and excellence, AFAHS will graduate cadets who are prepared to succeed in our global society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Further implement the common core standards and interventions (including RTI) for students who need additional support in specific skill development, as identified by assessment data.	To ensure individual growth and academic achievement as evidenced by meeting and exceeding expected growth.
2	Develop the professional capacity of staff through ongoing, focused and targeted professional development.	To implement a skill-focused curriculum based on the Common Core Standards and the College Readiness Standards.
3	Enhance post-secondary program through ASCA curriculum, college visits, workshops and seminars, and student internships with community partners.	To prepare all students for sustained success in post-secondary education.
4	Maintain a positive and safe learning environment through character development programs, CHAMPS, Foundations (DSC) and other positive behavior initiatives.	To increase student attendance rate, positive behavior and academic performance.
5	Increase the level of parental and community involvement in all aspects of the school community.	To increase student attendance and achievement, and to improve the level of parent satisfaction as measured My School, My Voice survey.

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
Further implement the common core standards and interventions (including RTI) for students who need additional support in specific skill development, as identified by assessment data.	To ensure individual growth and academic achievement as evidenced by meeting and exceeding expected growth.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Providing on-going professional development on RTI	After School/ Extended Day	All	Administration	Summer 2012	On-going	On-Track	
Assigning RTI intervention teams	After School/ Extended Day	All	Core Content Teachers	On-going	On-going	On-Track	
Using assessment data to place students in RTI tiers	After School/ Extended Day	All	ILT	On-going	On-going	On-Track	
Identify community partners and ancillary staff for enrichment/colloquium activities for students not receiving interventions	After School/ Extended Day	All	Non-Core Teachers	Summer 2012	On-going	On-Track	
Identification of an advisory time manager	After School/ Extended Day	All	Administration	Summer 2012	Summer 2012	On-Track	
Implementation of a school-wide progress monitoring system	ILT/ Teacher Teams	All	ILT	On-going	On-going	On-Track	
Expansion of technology within the school to enhance instruction	Equipment/ Technology	All	Administration	On-going	On-going	On-Track	
Hire a technology coordinator	Staffing	All	Administration	Summer 2012	Summer 2012	On-Track	
Continuous intervention training for staff on methods for implementing research-validated instruction	Professional Development	All	Administration	On-going	On-going	On-Track	
Increase and maintain positive staff support for implementation of intervention and enrichment programs	Professional Development	All	Administration	On-going	On-going	On-Track	

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Air Force Academy High School

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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
Develop the professional capacity of staff through ongoing, focused and targeted professional development.	To implement a skill-focused curriculum based on the Common Core Standards and the College Readiness Standards.

Action Plan / Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Determination of professional development needs	Instruction	All	ILT/Curriculum Team	On-going	On-going	On-Track	
Creating a teacher understanding of the new teacher evaluation system (C. Danielson Framework)	Instruction	All	Administration	Summer 2012	On-going	On-Track	
Execution of peer observation and walkthroughs supported by teacher training on constructive feedback for growth and development	Instruction	All	ILT/Curriculum Team	On-going	On-going	On-Track	
Managing and addressing district mandates	ILT/ Teacher Teams	All	Administration	On-going	On-going	On-Track	
School-wide understanding and implementation of Common Core and College Readiness standards	Instruction	All	ILT/Curriculum Team	On-going	On-going	On-Track	
Creation of curricula based on backwards design theory and adherence to Common Core standards	Instruction	All	Curriculum Team	Summer 2012	On-going	On-Track	
Curriculum team to ensure fidelity to Common Core and College Readiness standards through lesson plans, assessments and observations	Instruction	All	Curriculum Team	On-going	On-going	On-Track	
Improve teacher mentoring program for new teachers and staff new to Air Force Academy High School	Professional Development	All	Administration	On-going	On-going	On-Track	
Partner with Network to secure an intern resident Principal	Professional Development	All	Administration	On-going	On-going	On-Track	
Develop and implement a peer observation protocol	Professional Development	All	Administration	On-going	On-going	On-Track	

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Strategic Priority 2

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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
Enhance post-secondary program through ASCA curriculum, college visits, workshops and seminars, and student internships with community partners.	To prepare all students for sustained success in post-secondary education.

Action Plan | Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create an implementation plan for all grade levels that addresses career and college readiness skills	ILT/ Teacher Teams	All	Post-secondary Team	On-going	On-going	On-Track	
Implement ASCA curriculum in 9 - 12 grades	Instruction	All	Post-secondary Team	On-going	On-going	On-Track	
Active What's Next Illinois accounts for all students	Instructional Materials	All	Post-secondary Team	On-going	On-going	On-Track	
Structure post-secondary lunch seminars for junior students	Instruction	All	Post-secondary Team	Summer 2012	On-going	On-Track	
Establish a relationship with a military service academy with the goal of 1 student a year being accepted	Instruction	All	Post-secondary Team	Summer 2012	On-going	On-Track	
100% FAFSA Completion	Instruction	All	Post-secondary Team	Summer 2012	On-going	On-Track	
All seniors will complete at least five college applications.	Instruction	All	Post-secondary Team	Summer 2012	On-going	On-Track	
All freshmen will complete an electronic learning plan via What's Next Illinois (WNI)	Instruction	All	Post-secondary Team	Summer 2012	On-going	On-Track	
All seniors will complete a resume in WNI	Instruction	All	Post-secondary Team	Summer 2012	On-going	On-Track	
School will host a quarterly College/Career fair.	Instruction	All	Post-secondary Team	Summer 2012	On-going	On-Track	
All seniors will complete at least one college scholarship application.	Instruction	All	Post-secondary Team	Summer 2012	On-going	On-Track	
100% of the students will be exposed to grade level college and career readiness guidance weekly	Instruction	All	Post-secondary Team	Summer 2012	On-going	On-Track	
All students will participate in, at least, one college visit	Instruction	All	Post-secondary Team	Summer 2012	On-going	On-Track	

Strategic Priority 3

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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
Maintain a positive and safe learning environment through character development programs, CHAMPS, Foundations (DSC) and other positive behavior initiatives.	To increase student attendance rate, positive behavior and academic performance.

Action Plan · Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Survey students on needs for enrichment programming	After School/ Extended Day	All	Counselor	Quarter 4	On-going	On-Track	
Coordination of enrichment programming	After School/ Extended Day	All	RTI Coordinator/Community Partners/Non-Core Teachers	Summer 2012	On-going	On-Track	
Establish ongoing relationships/partnerships with outside sources to provide various activities that promote PBS	Other		BOG/Administration	Summer 2012	On-going	On-Track	
Provide ongoing PD through Champs, Foundations, DSC and other sources for staff to improve classroom management	Professional Development	All	Administration	Summer 2012	On-going	On-Track	
Create a comprehensive calendar of school wide events that include (recognition ceremonies, Shout Outs!, mentor days, etc.)	Other	All	Leadership Team	Summer 2012	Summer 2012	On-Track	
Maintain all of our mentoring activities and programs	After School/ Extended Day	All	Mentoring Lead	On-going	On-going	On-Track	
Implement a student judicial program	Other	All	Teacher	Summer 2012	On-going	On-Track	
Create the curriculum for our weekly PBS activites and program per our Full School Day Plan	Instruction	All	Curriculum Team	Summer 2012	Summer 2012	On-Track	
Implement Culture of Calm activites daily per our full school day plan	Other	All	Teacher/Students	Summer 2012	On-going	On-Track	
100% of the students will be exposed to grade level positive behavior strategies weekly	Other	All	Teacher/Students	Summer 2012	On-going	On-Track	
Culture of calm will be conducted weekly	Other	All	Teacher/Students	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
Increase the level of parental and community involvement in all aspects of the school community.	To increase student attendance and achievement, and to improve the level of parent satisfaction as measured My School, My Voice survey.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Administer the My School, My Voice Survey more than once a year	Parental Involvement	All	Counselor	On-going	On-going	On-Track	
Host a positive parent-teacher conference night with a focus on student achievements	Parental Involvement	All	Administration	Summer 2012	On-going	On-Track	
Hire a school community representative who will be in charge of parent outreach	Parental Involvement	All	Administration	Summer 2012	Summer 2012	On-Track	
Gather parent emails and send regular parent newsletters	Parental Involvement	All	Parent Liason	On-going	On-going	On-Track	
Continue training on use of the parent portal	Parental Involvement	All	Parent Liason	On-going	On-going	On-Track	
Establish quarterly meetings with community partners to maintain enrichment programming	Parental Involvement	All	Administration	Summer 2012	On-going	On-Track	
Creating a shared parent directory	Parental Involvement	All	Parent Liason	On-going	On-going	On-Track	
Distribution of incentives for parent involvement	Parental Involvement	All	Administration	On-going	On-going	On-Track	
Create a PTO	Parental Involvement	All	Administration	On-going	On-going	On-Track	
Continue to support our parent advisory council	Parental Involvement	All	Administration	On-going	On-going	On-Track	

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Strategic Priority 5