

School Data - Contact Information

District Information

District Name:	PROVISO TWP HSD 209	District Address:	8601 ROOSEVELT RD
City/State/Zip:	FOREST PARK, IL, 60130 2532	RCDT Number:	060162090170000
Superintendent:	Dr Nettie Collins-Hart	Superintendent Email*:	ncollins-hart@pths209.org
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School Information

Name:	PROVISO WEST HIGH SCHOOL	Address:	4701 HARRISON ST
City/State/Zip:	HILLSIDE, IL, 60162 1616	RCDTS Number:	060162090170002
Principal:	Oscar Hawthorne	Principal Email*:	ohawthorne@pths209.org
Phone:	708-202-6310 Ext:	Fax:	

Please enter your Rising Star leadership team members (Process Manager , Capacity Builder(s) , and Improvement Team Member) contact information.

Name	Rising Star Team Role	Phone	Email	Title/Position
Oscar Hawthorne	School Principal	708-202-6310	ohawthorne@pths209.org	Principal
Joseph Kosina	School Principal Designee	708-202-6210	jkosina@pths209.org	Assistant Principal
Heather Wickey	School Process Manager	708-202-6901	hwickey@pths209.org	Teacher
John Jordan	School Improvement Team Member	708-202-6377	jjordan@pths209.org	Teacher
Daniel Johnson	School Improvement Team Member	708-338-5915	djohnson@pths209.org	District Staff
Kim Echols	School Improvement Team Member	708-338-4170	kechols@pths209.org	District Staff
Linda Reed	School Improvement Team Member	708-202-6385	lreed@pths209.org	Teacher
Kate Foster	School Improvement Team Member	708-202-6229	katefoster@pths209.org	Counselor
Sheryl Ware	School Improvement Team Member	708-692-1917	sherylwar@yahoo.com	Parent

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Janice Wordlaw	School Improvement Team Member	708-899-1301	janicewordlaw@sbcglobal.net	Parent
LaToya McIntosh	School Improvement Team Member	708-202-6327	lmcintosh@pths209.org	Assistant Principal
Calvin Davis	School Improvement Team Member	708-202-6369	cdavis@pths209.org	Assistant Principal
Dr Debra Dianna Thomas	School Improvement Team Member	708-202-6935	dthomas@pths209.org	Dean

School Data - Report Card Analysis



Summary - What do the School Report Card data tell you about student performance in your school? If appropriate, the school will consider grade-level and subgroup performance.

Proviso West administered the PARCC assessment for the first time in 2015. The test was administered again in spring 2016 and has since been discontinued. A majority of students (74%) did not meet or only partially approached assessment targets according to 2015 composite data. 2016 results are currently not available. PARCC was administered to students enrolled in English Language Arts 3 and Math 3 (Algebra 2).

Proviso West High School completed the 2016 Illinois 5Essentials Survey in 2016. The results of these surveys indicate that Proviso West High School is not yet organized for improvement. Compared to the 2014 survey, the following changes have occurred:

- Ambitious Instruction: Classes are challenging and engaging. Average Implementation (Improvement)
- Effective Leaders: Principals And Teachers Implement A Shared Vision For Success. Least Implementation (Same)
- Collaborative Teachers: Teachers Collaborate To Promote Professional Growth. Less Implementation (Same)
- Involved Families: The Entire Staff Builds Strong External Relationships. Less Implementation (Same)
- Supportive Environment: The School Is Safe, Demanding, And Supportive. Least Implementation (No improvement)



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the school.

Since PARCC is a new assessment for schools, it was understood that 2015 would be a baseline year for data collection. Unlike the previous state assessment (PSAE), PARCC would have no bearing on a student's ability to graduate or college admission. Therefore, providing incentives for students will be key in ensuring their full participation in the future. Students will also need more practice taking assessments on a computer for extended periods of time and learn how to analyze and synthesize information presented in different formats. Teachers will benefit from professional development geared toward SAT preparation rather than ACT as the state has adopted the SAT as grade 11 statewide assessment for 2016.

District Data – Local Assessments



Summary - What do the Local Assessment data tell you about student performance in your school?. If appropriate, the school will consider grade-level and subgroup performance.

A practice ACT test and ACT Aspire were administered over the past two years to measure student growth according to standards-based instruction. There is a question as to whether these tests will continue in the current format and structure or be replaced by a newer version from ACT or replaced with the SAT. West students exceeded the district target in 1 subject/grade level and approached the target in 6 subjects/grade levels.



Analysis - What areas of strength are indicated? What areas of weakness, if any, are indicated by these data? What factors are likely to have contributed to these results? Consider both external and internal factors to the school that can be influenced or improved by the school.

Across multiple content areas, West's grade 11 students experienced gains. This was attributed to a concerted effort to ensure college readiness and student success on the ACT. Grade 9 and 10 students did not experience similar results as grade 11. Based on teacher feedback, grade 9 and 10 students were not at a level of readiness conducive to performance on standardized tests. A concentrated effort with grade 9 and 10 students will be made to increase skills identified as deficient on the EXPLORE (or other utilized assessment) administered to incoming freshmen and 9th grade students.

Indicator Analysis – Leadership

CII7	All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting reflect a "Culture of Candor" and a climate of trust, respect and collaboration that is focused on norms and adult social and emotional competencies. (2337)		CL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	School administration and union officials meet monthly for Faculty Advisory meetings. This committee is required by teacher contract and is important for respectful, honest conversations that lead to problem resolution. In addition, a School Climate Task Force was created to foster frank dialogue about student discipline which has been noted as a staff concern. Looking forward, group norms will need to be developed to ensure that dedicated time is on task with clear outcomes. Minutes will be shared with all staff.		

IA14	The district/school recruits, trains, supports, and places personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.		ELL,SP,HQT,SW
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	District Human Resources targets only highly qualified teachers as part of the hiring process. However, at the building level, more resources are needed to support professional development. A district professional development plan is needed that includes input from faculty and staff. The PWHS Professional Development Team has created a two-year plan for staff training in key areas of faculty interest and need. Added for 2015-16: -A full-time school translator to assist Spanish speaking parents. - Crisis intervention counselor to reduce incidents of suspension and truancy among students identified for Tier 2 social/emotional support.		

ID01	A team structure is officially incorporated into the school improvement plan and school governance policy. (1012) Title I Expectations: Conduct a comprehensive needs assessment.		SS,SD,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Five leadership teams are in place at PWHS: 1) Core Leadership Team (CST) consists of the principal, assistant principals and security manager. CST is primarily operational in its focus and meets daily. 2) Instructional Leadership Team (ILT) focuses on supporting classroom instruction, curriculum, and assessment and is led by the principal. ILT consists of all department chairs and assistant principals and meets twice per month. 3) Professional Development Team has teacher representatives from all departments, meets monthly, and is charged with development and monitoring of the school professional development plan. 4) The School Culture Task Force was formed to address needs in school-wide student management and relationship building. Led by an assistant principal, this is a team of teachers and support staff who volunteer their time after school to this work. 5) School Improvement Team is a group of parents, staff, students who meet with the school leadership to discuss school priorities and determine progress on the PWHS School Improvement Plan.	

ID02	All teams have written statements of purpose and guidelines for their operation. (1013) Title I Expectations: Conduct a comprehensive needs assessment - Clarify the Vision for Reform.		SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	4	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		All teams will create written purpose statements.	

ID06	The principal maintains a file of the agendas, work products, and minutes of all teams. (1017)		SS
Level of Development or Implementation for this Indicator.		Full Implementation	
Evidence that this indicator has been fully and effectively implemented:		Physical copies are housed in the principal's office and electronic copies are maintained on district servers. Examples of these documents include administrative meeting minutes, PLC minutes, agendas, additional data reports and artifacts.	

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting). (1018) Title I Expectations: Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.		SS,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Two school teams meet this expectation. Instructional Leadership Team (ILT) focuses on supporting classroom instruction, curriculum, and assessment and is led by the principal. Data is frequently shared and reviewed. ILT consists of all department chairs and assistant principals and meets twice per month. Professional Development Team has teacher representatives from all departments, meets monthly, and is charged with development and monitoring of the school professional development plan.	

ID08	The Leadership Team serves as a conduit of communication to the faculty and staff. (1019)		SS
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		There is a Core Leadership Team and Instructional Leadership Team previously defined in ID07. The department chairpersons lead weekly PLC meetings and meet with the principal regularly. In addition there are faculty, freshman team, Student Assistance Team, and School Improvement Team meetings.	

ID10	The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.		SS,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	

Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	School performance data are used to inform the development of the school improvement plan. Instructional Leadership Team reviews and discusses classroom observation and grade data. Additional protocols involving the analysis of classroom data need to be developed to further impact classroom practice. Student grades, discipline, and attendance information are frequently reviewed and monitored so changes and decisions for curriculum, rules, and modifications can be made.	

ID11	Teachers are organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171)	
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Freshman teams were created for 2015-16 to facilitate the freshman support program. There is a challenge in creating faculty teams beyond freshman year that are interdisciplinary due to varying teaching assignments. Within departments, however, teachers are in grade or subject teams.	

ID13	Instructional Teams meet for blocks of time sufficient to develop and refine units of instruction and review student learning data. (1173)	
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	Teachers meet in PLCs weekly for one hour to review student data and collaborate on units of instruction. Minutes are kept of these team meetings. Training on the proper facilitation of a PLC is needed as a refresher.	

IE06	The principal keeps a focus on instructional improvement and student learning outcomes. (1027)		SP,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:	During PLC time, the principal provided direction on school priorities, in particular, the reduction of failures and increasing the percentage of freshman on-track. A protocol was established to help reduce failures. Grade reports were shared with department chairs for collaboration among teachers.
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IE07	The principal monitors curriculum and classroom instruction regularly. (1028)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The principal and designees regularly monitor classroom instruction through classroom walkthroughs and the teacher evaluation process.	

IE08	The principal spends at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The principal monitors classroom instruction daily. Daily issues detract from the time necessary for instructional focus. A process must be created to ensure necessary time is allocated for instructional monitoring.	

IE09	The principal challenges, supports and monitors the correction of unsound teaching practices based on evidence. (1030)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Classroom walkthroughs are to be completed by all Instructional Leadership team members. In addition, the principal is part of the teacher evaluation process and meets with teachers individually and with union representation to correct unsound teaching practices. The principal initiated creation of a school professional development survey and team to support teacher growth.	

IE10	The principal celebrates individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)	
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Level of Development or Implementation for this Indicator.	No development/Implementation	
	Will include in plan	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	The principal and/or designee will create a recognition plan based on the attainment of student learning outcomes.	

Indicator Analysis – Curriculum

IF05	Professional development for teachers includes self-assessment related to indicators of effective teaching and classroom management. (1039)		SC,CL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	A professional development plan was created for implementation 2016-17. A component of the plan will be a self-assessment for teachers to gauge their personal and professional goals.		

IF08	Professional development for the whole faculty includes assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)		SP,SW
	Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Professional development suggestions have been made through the evaluation process and some individual teachers have selected professional development opportunities in a variety of modalities. At this time, not all professional development selections were based on the needs identified through classroom observations of indicators of effective teaching.		

Indicator Analysis - Instruction

IIA01	Instructional Teams develop standards-aligned units of instruction for each subject and grade level. (1045)		SC,SP,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Curricula exists to an extent in every subject area. However, many of the curricula currently in use are outdated with respect to the standards of the assessed curriculum.		

Indicator Analysis – Assessment

IIC01	Units of instruction include specific learning activities aligned to objectives. (1083)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Students approach learning from a variety of educational, cultural, and socioeconomic backgrounds. As a result, students need differentiated instruction and while a number of teachers are implementing differentiated instruction, some teachers need additional support (mentoring, institute days, professional development workshops) to apply the principles of differentiation in their classrooms. According to this indicator, unit plans must level each objective into three tiers: target, enhanced, and prerequisite. Unit plans should also include differentiated learning activities among various modes of instruction, i.e., whole class instruction, discovery learning, small group activities, etc. Our development in many of these areas is limited.		

IIIA01	All teachers are guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)		SC,SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Some academic departments are currently provided with some curriculum documents which are presently aligned to the former Illinois State Standards. Certain curricular areas have begun the alignment process to the new Illinois State Standards (Common Core). The Instructional Team must continue to collaborate to develop objectives that are clearly aligned to the appropriate standards. This team will decide what defines mastery, will construct criteria for mastery, and will develop pre/post assessments as evidence of mastery.		

IIIA02	All teachers develop weekly lesson plans based on aligned units of instruction. (1064)		SC,CL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Teachers are required to have lesson plans available for review upon request. Department chairs report weekly on teacher compliance with expectation.	

IIIA06	All teachers test frequently using a variety of evaluation methods and maintain a record of the results. (1068)		SP,ELL
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Teachers assess student understanding frequently using a variety of tools and strategies with some teachers using this information to differentiate instruction. In some cases, results are documented regularly to track progress. Currently, many teachers rely on forced-choice tests provided either by the current textbook or published curriculum. Records of assessment results are maintained by the teachers in Powerschool.	

IIIA07	All teachers differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.		SP,RTI,ELL,SW
Level of Development or Implementation for this Indicator.		Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:		Currently, differentiation of instruction does not occur broadly throughout the school. Contributing factors include: lack of understanding of effective differentiation strategies, and means of identifying student needs; a lack of valid and reliable measures to provide the data needed for this differentiation; resource availability; and class size concerns.	

IIIA09	All teachers clearly state the lesson's topic, theme, and objectives. (1071)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	This is currently assessed using walkthrough and observation forms. Teachers are required to have a stated objective for every lesson.		

IIIA35	Students are engaged and on task. (1161)		SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	At the present time, some teachers are using multiple engaging instructional strategies including discovery learning techniques. However, too many teachers are still using direct instruction as their dominant method.		

IIIC12	All teachers engage all students (e.g., encourage silent students to participate). (1109)		SP,ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	At the present time, some teachers are using multiple engaging instructional strategies including discovery learning techniques. However, too many teachers are still using direct instruction as their dominant method. Questioning strategies that increase engagement are not widely observed.		

TL1	All teachers demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)		SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		

Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Lesson plans are reviewed upon entry to a classroom daily. The minimum requirement for submission of a lesson plan is determined by the Teachers' Contract. A different lesson plan format is needed to fully meet this target.	

TL2	All teachers establish in their lesson plans and explicitly define to students high and realistic academic, physical, social, emotional, and behavioral expectations for their learning so that they know what is needed for them to achieve at proficient levels. (2331) Title I Expectations: Plans for assisting preschool students in the successful transition from early childhood programs to local elementary schoolwide programs.	CL,SW
Level of Development or Implementation for this Indicator.	No development/Implementation	
	Not a Priority or Interest	
Reason why this indicator is not a priority or interest:	Lesson plans are reviewed upon entry to a classroom daily. The minimum requirement for submission of a lesson plan is determined by the Teachers' Contract. A different lesson plan format is needed to fully meet this target.	

TL9	All teachers incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	3	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Additional laptop computers were purchased for 2015-16 which allowed more students to access computers during classroom time. However, According to teachers, the wireless network for the building is not dependable and lacks enough server space to accommodate technology needs. Also, many students appear to not have access to dependable technology at home which sometimes slows the pace of instruction.	

Indicator Analysis - Professional Development

IID02	The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (1054)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Common Interim Assessments are in place for most core courses and are connected to the teacher and principal evaluation process.	

IID03	Teachers receive timely reports of results from standardized and objectives-based tests. (1055)	SC
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Teacher teams were provided reports from common interim assessments. The process is evolving as this is new for the school and district. The timing of some reports will need to be improved for 2016-17.	

IID04	The school maintains a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS, ELL
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:	The district maintains a centralized student information system that houses demographic and performance data. Protocols and structures must be developed to ensure that teachers have timely and user friendly access to data that can inform their instruction. These data must be able to be disaggregated for the classroom level as well as to be used for programmatic evaluation.
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IID06	Yearly learning goals are set for the school by the Leadership Team, utilizing student learning data. (1057)		SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Instructional data available to the School Leadership and School Instructional Teams include the EPAS system, perceptions from students, parents, teachers, and administrators, classroom assessments and grades, and benchmark assessments. Other sources of data available include, attendance, discipline, and special needs.		

IID07	The Leadership Team monitors school-level student learning data. (1058)		SC,SS,SD
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	3	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	1	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	While the school collects EPAS results, a collaborative database including student learning data needs to be implemented. The Leadership Team needs to monitor and analyze data trends and communicate these to all stakeholders.		

IID08	Instructional Teams review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)		SC,SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	

Current level of development or implementation:

Currently, student learning data is generally considered to be EPAS results. While important, this information does not provide timely feedback on student learning, but rather historical. Protocols and tools need to be developed to provide teachers access to more timely information regarding academic, physical, social, and emotional behavior. Data available to teachers must be more diversified.

Indicator Analysis - Community and Family

CF1	All teachers share school policy on homework with primary caregivers. (2340)		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	6	(Priority Score x Opportunity Score)	
Priority Score:	2	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Some teachers share school policy as evidenced by written communication to parents. There has been an improvement in communication of grading policies through the grading policy committee.		

IIIB06	All teachers systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097)		SC,SP,ELL,SW
	Title I Expectations: The plan must articulate strategies to increase parental involvement.		
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Parents have access to student performance information through Powerschool. Parents are also supplied progress reports at the midpoint of each quarter and report cards at the end of each quarter and semester. Parents also have the opportunity to engage teachers through the parent-teacher conference structure. However, the reporting that is normally shared with parents is more summative and not objective specific.		

IVA03	The school's Compact outlines the responsibilities/expectations of teachers, primary caregivers, and students. (1113)		SP
Level of Development or Implementation for this Indicator.	Full Implementation		

Evidence that this indicator has been fully and effectively implemented:	The school's Compact has been developed following Title I guidelines. The compact was shared at two parent meetings which occurred 9/20/12 and 11/26/12. The compact is available on the school's website in both English and Spanish. Printed copies in both English and Spanish are available in the main office.
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IVD01	The school's Compact is annually distributed to teachers, school personnel, primary caregivers, and students. (1114)	SP
Level of Development or Implementation for this Indicator.	Full Implementation	
Evidence that this indicator has been fully and effectively implemented:	The school's Compact has been developed following Title I guidelines. The compact was shared at two parent meetings which occurred 9/20/12 and 11/26/12. The compact is available on the school's website in both English and Spanish. Printed copies in both English and Spanish are available in the main office. Plans are in place to distribute the compact to students and primary caregivers at registration, and to teachers and school personnel at the start of the school year.	

IVD02	The "ongoing conversation" between school personnel and primary caregivers is candid, supportive, and flows in both directions. (1115)	SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)
Current level of development or implementation:	Proviso West is a Title I school and as such is required to implement a school parental involvement policy. Proviso West has implemented this policy which consists of 12 distinct responsibilities to be carried out by the school. Responsibilities associated with communicating with parents regarding the Title I program and inviting parents to participate in the development of the parental involvement policy and school improvement plan are well implemented. Responsibilities related to providing training and resources to parents and teachers regarding effective parent teacher communication will be better met through the implementation of tasks associated with this indicator.	

IVD03	The school regularly and clearly communicates with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP
Level of Development or Implementation for this Indicator.	Partial Development/Implementation	
Index:	6	(Priority Score x Opportunity Score)
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)
Opportunity Score:	2	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)

Current level of development or implementation:

Currently, expectations for parents are shared at various parental events (e.g. Back to School Night, Future Panther Night, PTO meetings) and are outlined in the school parent compact. The school compact is completed with expectations for primary caregivers and the compact will be distributed to them annually. Opportunities need to be provided to primary caregivers, educating them on how to provide the academic support necessary to a high school student.

Indicator Analysis – Conditions for Learning

CL7	The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning. (2348)		SS
Level of Development or Implementation for this Indicator.	Partial Development/Implementation		
Index:	9	(Priority Score x Opportunity Score)	
Priority Score:	3	(3 - highest, 2 - medium, 1 - lowest)	
Opportunity Score:	3	(3 - relatively easy to address, 2 - accomplished within current policy and budget conditions, 1 - requires changes in current policy and budget conditions)	
Current level of development or implementation:	Due to an increase in student behaviors that resulted in student suspensions and general disruption to the school, a school culture task force was created to solicit input from staff and to set priorities for school wide focus. Reducing hallway traffic during instructional time and student uniform compliance were identified as two priorities based on survey data.		

Create Plan – Leadership

C117	All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting will reflect a "Culture of Candor" and a climate of trust, respect and collaboration that will be focused on norms and adult social and emotional competencies. (2337)								CL
Level of Development		Partial Development/Implementation							
1	Assigned to		Oscar Hawthorne						
2	How it will look when fully implemented in the District:		Proviso West will continue will continue to faculty advisory and school climate task force meetings to address operational concerns of staff. Meeting norms will be developed for all teams to ensure trust, respect, and collaboration.						
3	Date by which the description above will be a reality:		08/01/2017						
4	Tasks								
	Team leaders will submit meeting norms to principal or designee that will include school-wide norms.								
	Assigned to	Oscar Hawthorne	Start Date	08/01/2016	End Date	08/01/2017	Timeline		
1	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	0

IA14	The district/school will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.								ELL,SP,HQT,SW
Level of Development		Partial Development/Implementation							
1	Assigned to		Joseph Kosina						
2	How it will look when fully implemented in the District:		New teachers receive an orientation to the district and school. Each new teacher will be assigned to a experienced mentor. All teachers will receive on-going professional development through growth strands developed by the school-based professional development team. Monitoring will occur through the collection of survey data.						

3	Date by which the description above will be a reality:		06/01/2017					
4	Activities through the 2015 calendar year addressing the RTTT3 Expectations.							
	Year 1 - Through June 30, 2012 [District Scope of Work Activities]							
	Year 2 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]							
	Year 3 - July 1, 2012 through June 30, 2013 [District Scope of Work Activities]							
5	Tasks							
	Assign mentors to new teachers.							
	Assigned to	Joseph Kosina	Start Date	08/01/2016	End Date	08/26/2016	Timeline	
1	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Implement professional development plan.							
	Assigned to	Joseph Kosina	Start Date	08/01/2016	End Date	08/01/2017	Timeline	
2	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
	Monitor the success of the plan.							
	Assigned to	Joseph Kosina	Start Date	08/17/2016	End Date	06/01/2017	Timeline	
3	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) Title I Expectations: Conduct a comprehensive needs assessment.								SS,SD,SW	
Level of Development		Partial Development/Implementation								
1	Assigned to		Calvin Davis							
2	How it will look when fully implemented in the District:		A School Leadership Team is in place and includes all the administrators in the building. This leadership team focuses on the full implementation of the school improvement plan including the facilitation of meetings that involve all stakeholders in the plan. Additionally, there is a School Instructional Team, comprised of administrators and teachers, that focuses on meeting student learning needs through consistent review and revision of curriculum and teaching. Finally, there is a School Improvement Team, comprised of representatives of the school including administrators, teachers, students, parents, and community members, focuses on anything relating the school to the home including parent-teacher conferences and supporting the school-home compact.							
3	Date by which the description above will be a reality:		12/01/2016							
4	Tasks									
1	Develop team structures for input in decision making at Proviso West.									
	Assigned to	Calvin Davis		Start Date	08/01/2016		End Date	08/01/2017		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds	Total
	0	0	0	0	0		0		0	0
2	Develop tool to assess the success of team structures.									
	Assigned to	Calvin Davis		Start Date	08/01/2016		End Date	10/31/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds	Total
	0	0	0	0	0		0		0	0

ID02	All teams will have written statements of purpose and guidelines for their operation. (1013) Title I Expectations: Conduct a comprehensive needs assessment - Clarify the Vision for Reform.								SW	
Level of Development		Partial Development/Implementation								
1	Assigned to			Oscar Hawthorne						
2	How it will look when fully implemented in the District:			All teams will meet, write statements of purpose, and will operate according to the agreed upon statement of purpose.						
3	Date by which the description above will be a reality:			10/31/2016						
4	Tasks									
1	Team leaders will submit meeting minutes to reflect agreed upon statements of purpose.									
	Assigned to	Oscar Hawthorne		Start Date	10/28/2016		End Date	10/28/2016		Timeline
	Budget & Funding Sources(\$)									
	District		Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds
0		0	0	0	0		0		0	0

ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (1018) Title I Expectations: Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.								SS,SW
Level of Development		Partial Development/Implementation							
1	Assigned to			Oscar Hawthorne					

2	How it will look when fully implemented in the District:	Our School Leadership Team, consisting of the following members: Principal, Associate Principal, Assistant Principal, Athletic Director, Student Activities Director, Deans, Director of Security, School Nurse, Police Liaison, Food Service Manager, and Building Manager meet weekly to discuss school activities, school discipline, and building management issues. The second component of our leadership team, the instructional team, is made up of all the Department Chairs, Principal, Associate Principal, and Assistant Principal. They meet weekly to discuss instructional, curricular, testing and evaluation issues. Our third component, Professional Learning Communities, which is comprised of teachers within a subject area, meet weekly to collaborate on instructional and curricular issues. A Leadership Team, comprised of representatives from each of the teams listed, meet bi-weekly to collaborate on the discussed issues and serve as a conduit to other stakeholders in the building.						
3	Date by which the description above will be a reality:	06/03/2016						
4	Tasks							
1	Create a calendar for leadership meetings.							
	Assigned to	John Jordan	Start Date	11/01/2012	End Date	04/01/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)							SS
Level of Development		Partial Development/Implementation						
1	Assigned to	Joseph Kosina						
2	How it will look when fully implemented in the District:	There is a Leadership Team and Instructional Team. The Principal communicates various topics via email. The Department Chairpersons conduct weekly PLC meetings and meet with the Principal and Assistant Principals biweekly. In addition, there are monthly whole PLC faculty meetings and student leadership meetings. Faculty members can also address concerns with their department chairperson who relays information to building administrators. If a situation warrants immediate action, a faculty member can communicate directly with a member of the Leadership Team.						
3	Date by which the description above will be a reality:	06/03/2016						

4									Tasks																	
1																		Develop a schedule for student leadership meetings.								
Assigned to		John Jordan			Start Date		02/07/2013			End Date		06/03/2013			Timeline											
Budget & Funding Sources(\$)																										
District		Title I		Title II-D		Title III		State Funds			Grant Funds			Other Funds		Total										
0		0		0		0		0			0			0		0										
2																		Develop a schedule for Leadership Team meetings.								
Assigned to		John Jordan			Start Date		02/07/2013			End Date		06/03/2013			Timeline											
Budget & Funding Sources(\$)																										
District		Title I		Title II-D		Title III		State Funds			Grant Funds			Other Funds		Total										
0		0		0		0		0			0			0		0										
3																		All administrators will create a weekly or monthly newsletter.								
Assigned to		Oscar Hawthorne			Start Date		08/19/2013			End Date		06/01/2016			Timeline											
Budget & Funding Sources(\$)																										
District		Title I		Title II-D		Title III		State Funds			Grant Funds			Other Funds		Total										
0		0		0		0		0			0			0		0										
4																		Communication through newsletters will be monitored monthly.								
Assigned to		Joseph Kosina			Start Date		05/27/2016			End Date					Timeline											
Budget & Funding Sources(\$)																										
District		Title I		Title II-D		Title III		State Funds			Grant Funds			Other Funds		Total										
0		0		0		0		0			0			0		0										

ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.								SS,SW	
Level of Development		Partial Development/Implementation								
1	Assigned to		Joseph Kosina							
2	How it will look when fully implemented in the District:		School performance data are used to continuously develop the school improvement plan. These data include results from EPAS tests, benchmark assessments in English and Math, grades and results from practice administrations of ACT and Workeys tests. The Leadership Team analyzes these data to determine changes to classroom practices. Student grades, discipline, and attendance information are frequently reviewed and modifications to curriculum and rules are made when necessary. Additionally, tutorial or test preparation programs may be implemented in response to these data results.							
3	Date by which the description above will be a reality:		06/03/2016							
4	Tasks									
1	Use evaluation data to determine professional development needs.									
	Assigned to	Joseph Kosina		Start Date	11/01/2012		End Date	06/03/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0	0	
2	Analyze the effectiveness of benchmark testing.									
	Assigned to	Joseph Kosina		Start Date	09/04/2012		End Date	05/31/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0	0	
3	Implement the Cambridge Saturday ACT prep program and ACT test prep seminar for the appropriate students.									
	Assigned to	Joseph Kosina		Start Date	02/02/2013		End Date	04/20/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0	0	

ID11	Teachers will be organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171)								
Level of Development		Partial Development/Implementation							
1	Assigned to		Joseph Kosina						
2	How it will look when fully implemented in the District:		Teachers will be organized into grade-level and subject-area instructional teams that will meet during PLC's. Freshman teams will meet at least quarterly to review student performance data.						
3	Date by which the description above will be a reality:		08/01/2016						
4	Tasks								
	Create and implement grade-level and subject-area instructional teams.								
	Assigned to	Joseph Kosina	Start Date	08/31/2015	End Date	05/31/2016	Timeline		
1	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	

IE06	The principal will keep a focus on instructional improvement and student learning outcomes. (1027)								SP,SD
Level of Development		Partial Development/Implementation							
1	Assigned to		Joseph Kosina						
2	How it will look when fully implemented in the District:		In the context of this indicator, fully met means constant attention to the critical attributes over time. It will never be "fully met" in the sense that it is completed. Ideally, teachers will be forward focused, which will be evidenced by successful student performance. The Principal will display characteristics including optimism, honesty, and consideration of the building atmosphere and will respond accordingly. The Principal will be highly visible throughout the school and will keep the focus of all efforts on improved student learning.						

3	Date by which the description above will be a reality:		10/31/2016					
4	Tasks							
1	Through a variety of data sources, the professional development needs of the staff will be analyzed and will inform the professional development plan created by teachers and administrators.							
	Assigned to	Joseph Kosina	Start Date	03/15/2013	End Date	08/31/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
2	Data will be reviewed by departments to ensure that high impact strategies are reviewed and updated for the current school year.							
	Assigned to	Joseph Kosina	Start Date	03/15/2013	End Date	09/30/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
3	The Principal will create a plan to increase visibility and level of interactions with all school stakeholders in the building.							
	Assigned to	Oscar Hawthorne	Start Date	03/15/2013	End Date	06/24/2015	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
4	Review pd strands throughout the year and monitor the development and implementations of strands throughout the school year.							
	Assigned to	Joseph Kosina	Start Date	03/21/2013	End Date	08/01/2013	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

IE08	The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)								SC	
Level of Development		Partial Development/Implementation								
1	Assigned to			Oscar Hawthorne						
2	How it will look when fully implemented in the District:			The principal will devote a minimum of 50% of his time working with teachers working on instructional matters or supporting school efforts to empower teacher instruction.						
3	Date by which the description above will be a reality:			06/01/2017						
4	Tasks									
1	The principal will set his work calendar to allow for half of the school day to be devoted to classroom observations and teacher support efforts to the greatest extent possible.									
	Assigned to	Oscar Hawthorne		Start Date	05/31/2016		End Date	08/01/2017		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0	0	

IE09	The principal will challenge and monitor unsound teaching practices and support the correction of them. (1030)								SC	
Level of Development		Partial Development/Implementation								
1	Assigned to			Oscar Hawthorne						
2	How it will look when fully implemented in the District:			The principal will utilize informal conversations, classroom walkthroughs, formal teacher evaluation, and contractual discipline procedures to correct unsound teaching practices.						
3	Date by which the description above will be a reality:			09/01/2016						
4	Tasks									
1	Based on walkthrough data, the principal will schedule informal or formal conversations with teachers.									
	Assigned to	Oscar Hawthorne		Start Date	08/01/2015		End Date	05/31/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0	0	

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

IE10	The principal will celebrate individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)							
Level of Development		No development or Implementation						
1	Assigned to			LaToya McIntosh				
2	How it will look when fully implemented in the District:			School success will be celebrated through individual, group, and school wide recognition for students and faculty.				
3	Date by which the description above will be a reality:			12/31/2016				
4	Tasks							
	Monthly student and staff celebrations will be organized by administration and department chairs.							
	Assigned to	LaToya McIntosh	Start Date	08/01/2016	End Date	08/01/2017	Timeline	
1	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

Create Plan – Professional Development

IF05	Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management. (1039)								SC,CL	
Level of Development		Partial Development/Implementation								
1	Assigned to			Joseph Kosina						
2	How it will look when fully implemented in the District:			Teachers will complete a self assessment at the end of the conclusion at the end of each professional development strand. Teachers will utilize this information to assess their own progress in meeting their personal professional development goals.						
3	Date by which the description above will be a reality:			06/01/2017						
4	Tasks									
1	Create a template for recording professional development goals.									
	Assigned to	Joseph Kosina		Start Date	09/01/2016		End Date	07/28/2017		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0		
2	Teachers will share their reflection from their self assessment to their colleagues in PLC.									
	Assigned to	Joseph Kosina		Start Date	08/17/2016		End Date	08/17/2017		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0		

IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042)								SP,SW	
<p>Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.</p>										
Level of Development		Partial Development/Implementation								
1	Assigned to		Joseph Kosina							
2	How it will look when fully implemented in the District:		The professional development needs of faculty and staff are continuously monitored through observational and survey data. Based on the identified needs, individual teachers are provided with learning opportunities such as workshops, coaching, and online resources. Programmatic professional development needs, as evidenced through observations of classroom practice or as called for by the school improvement plan, are met through building- and district-level institutes that utilize outside speakers and resources.							
3	Date by which the description above will be a reality:		08/04/2016							
4	Tasks									
1	The School Leadership Team will evaluate the findings of the needs assessment data and needs assessment protocol and plan building level professional development accordingly.									
	Assigned to	Joseph Kosina		Start Date	02/07/2013		End Date	08/05/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0			
2	The Instructional Team will develop a needs assessment protocol to determine teachers' strengths and areas in need of improvement.									
	Assigned to	Joseph Kosina		Start Date	02/07/2013		End Date	06/03/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0			
3	The Instructional Team will use needs assessment data to plan building level professional development.									
	Assigned to	Joseph Kosina		Start Date	02/07/2013		End Date	06/03/2016		Timeline
Budget & Funding Sources(\$)										

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
New teachers are encouraged to attend a "new teachers" support group through the district. This is voluntary.							
Assigned to	Joseph Kosina		Start Date	08/19/2013	End Date	06/01/2016	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Create Plan – Aligned Instruction -Curriculum

IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)								SC,SP,ELL	
Level of Development		Partial Development/Implementation								
1	Assigned to			Joseph Kosina						
2	How it will look when fully implemented in the District:			Teams of teachers, based on content areas, develop the intended curricula based on learning standards, curriculum guides and diverse resources in a variety of formats. Within a given course, there is an agreed upon core curriculum to which all teachers implement with fidelity. In departments, sequences of courses are purposefully designed to build on the knowledge and skills of previous courses. All units must implement a three-tiered system of objectives: target (remedial), prerequisite (grade-level), and enhanced (exceeding).						
3	Date by which the description above will be a reality:			08/01/2016						
4	Tasks									
1	District level processes and protocols will be established to formalize curricular review and revision.									
	Assigned to	Kim Echols		Start Date	03/15/2013		End Date	10/01/2016		Timeline
	Budget & Funding Sources(\$)									
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
		0	0	0	0	0	0	0	0	
2	The ILT will review curriculum maps for instructional monitoring purposes.									
	Assigned to	Joseph Kosina		Start Date	08/31/2016		End Date	09/30/2016		Timeline
	Budget & Funding Sources(\$)									
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
		0	0	0	0	0	0	0	0	

Create Plan – Instruction

IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)								SC,SS	
Level of Development		Partial Development/Implementation								
1	Assigned to			Joseph Kosina						
2	How it will look when fully implemented in the District:			Teachers collaborate on instructional improvement through sharing and reflection regarding instructional best practices in the classroom. Teacher and administrative mentoring is actively visible throughout the building. The Instructional Leadership Team provides support and guidance to ensure all learning objectives are met.						
3	Date by which the description above will be a reality:			06/03/2016						
4	Tasks									
1	Implement instructional scanning process.									
	Assigned to	Joseph Kosina		Start Date	09/01/2010		End Date	05/19/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0		
2	Units of instruction will be documented in district resources.									
	Assigned to	Kim Echols		Start Date	08/19/2013		End Date	06/01/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0		

IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)								SC,SS
Level of Development		Partial Development/Implementation							
1	Assigned to		Joseph Kosina						
2	How it will look when fully implemented in the District:		Each department is provided with curricular documents for all subjects taught during the school year. These documents align to the current standards for content and college readiness. They give suggestions for instruction and contain common content-specific assessments.						
3	Date by which the description above will be a reality:		08/01/2016						
4	Tasks								
	The Instructional Team with faculty collaboration will review annually every curricular document.								
	Assigned to	Joseph Kosina	Start Date	11/01/2012	End Date	06/03/2013	Timeline		
1	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	

IIIA02	All teachers will develop weekly lesson plans based on aligned units of instruction. (1064)								SC,CL
Level of Development		Partial Development/Implementation							
1	Assigned to								
2	How it will look when fully implemented in the District:								
3	Date by which the description above will be a reality:								
4	Tasks								
	There are no tasks created for this Objective								

IIIA06	All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068)								SP,ELL
Level of Development		Partial Development/Implementation							
1	Assigned to		Joseph Kosina						
2	How it will look when fully implemented in the District:		Teachers in all classes use formative assessment including written and verbal indicators or by an examination of student work. These results are used as diagnostic evidence of what students know and can do and can indicate patterns of strengths and weakness for groups of students within particular classes. Embedded assessments provide information regarding student mastery of intended knowledge and skills within particular classes. Periodic assessments provide evidence of mastery of standards within departments. Annual assessments provide an appraisal of each student's progress and the school's progress by grade levels and subject areas.						
3	Date by which the description above will be a reality:		08/01/2016						
4	Tasks								
1	Develop an evaluation plan within each collaborative team that includes a variety of formative and summative assessments. The plan will describe each assessment, the skills being assessed and how the collaborative team will warehouse and analyze the results from these assessments.								
	Assigned to	Joseph Kosina	Start Date	05/23/2013	End Date	08/01/2013	Timeline		
	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	

IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.								SP,RTI,ELL,SW
Level of Development		Partial Development/Implementation							
1	Assigned to		Joseph Kosina						

2	How it will look when fully implemented in the District:		Teachers will regularly modify their curricular, instructional, and assessment practices based on multiple sources of data on student understanding and achievement.					
3	Date by which the description above will be a reality:		06/01/2016					
4	Tasks							
1	Curriculum objectives and units are reviewed and updated as necessary by the appropriate department.							
	Assigned to	Joseph Kosina	Start Date	02/07/2013	End Date	06/03/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
2	Review student data and create appropriate re-engagement instructional plans.							
	Assigned to	Joseph Kosina	Start Date	02/07/2013	End Date	06/03/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
3	Review data and instructional plans to monitor success.							
	Assigned to	Joseph Kosina	Start Date	02/07/2013	End Date	06/03/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

IIIA09	All teachers will clearly state the lesson's topic, theme, and objectives. (1071)	
Level of Development	Partial Development/Implementation	
1	Assigned to	Oscar Hawthorne
2	How it will look when fully implemented in the District:	Teachers will provide students with a objective to begin every lesson as indicated on a written lesson plan.

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3	Date by which the description above will be a reality:	05/31/2016						
4	Tasks							
1	Department chairs will submit walkthrough data capturing the number of classrooms where objectives are stated.							
	Assigned to	John Jordan	Start Date	09/01/2015	End Date	05/31/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

IIIA35	Students will be engaged and on task. (1161)	SP
Level of Development		Partial Development/Implementation
1	Assigned to	Joseph Kosina
2	How it will look when fully implemented in the District:	Classes demonstrate student-centered learning using a variety of best-practice strategies. Students are engaged in on-task behaviors and show responsibility and ownership for their own learning.
3	Date by which the description above will be a reality:	12/31/2016
4	Tasks	
1	Develop a survey for students to reflect on their learning experience and determine their level of engagement and success in high school.	
	Assigned to	Joseph Kosina
	Start Date	08/15/2016
	End Date	06/01/2017
Budget & Funding Sources(\$)		Timeline
District	Title I	Title II-D
Title III	State Funds	Grant Funds
Other Funds	Total	
0	0	0
0	0	0
0	0	0
0	0	0
2	Develop a student mentorship program.	
	Assigned to	LaToya McIntosh
	Start Date	02/07/2013
End Date	10/31/2016	
Budget & Funding Sources(\$)		Timeline

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

IIIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)							SP,ELL
Level of Development		Partial Development/Implementation						
1	Assigned to		Oscar Hawthorne					
2	How it will look when fully implemented in the District:		Classes demonstrate student centered learning using a variety of best practice strategies. Students are engaged in on task behaviors and show responsibility and ownership for their own learning. Teachers will monitor student engagement through multiple measures that go beyond superficial observation of oral participation.					
3	Date by which the description above will be a reality:		12/01/2016					
4	Tasks							
1	Create student contracts.							
	Assigned to	Joseph Kosina	Start Date	02/07/2013	End Date	06/03/2015	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
2	Develop alternative assessment instruments with teachers.							
	Assigned to	Joseph Kosina	Start Date	02/07/2013	End Date	09/02/2015	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
3	Develop teacher/student self-assessment tools.							
	Assigned to	Joseph Kosina	Start Date	02/07/2013	End Date	09/02/2015	Timeline	
	Budget & Funding Sources(\$)							

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
4 Offer professional development focused on effective teaching.							
Assigned to	Joseph Kosina	Start Date	02/07/2013	End Date	09/02/2013	Timeline	
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

TL1	All teachers will demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)							SC
Level of Development		Partial Development/Implementation						
1	Assigned to		Oscar Hawthorne					
2	How it will look when fully implemented in the District:		Students will experience a deep level of engagement in various content areas with an emphasis on higher order thinking skills (i.e. synthesis and evaluation) that are applicable across subject areas. Effective lessons will include an essential question to guide student thinking and inquiry.					
3	Date by which the description above will be a reality:		06/30/2017					
4	Tasks							
Department chairs will review and provide teachers with feedback on validity of lesson plans.								
Assigned to	Heather Wickey	Start Date	08/17/2016	End Date	05/31/2017	Timeline		
1 Budget & Funding Sources(\$)								
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
0	0	0	0	0	0	0	0	

TL9	All teachers will incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)								SC	
Level of Development		Partial Development/Implementation								
1	Assigned to			LaToya McIntosh						
2	How it will look when fully implemented in the District:			Students will receive opportunities across content areas to engage in learning utilizing technology. The students themselves will utilize technology at least once a month in each subject area.						
3	Date by which the description above will be a reality:			08/17/2016						
4	Tasks									
1	Create technology implementation monitoring tool.									
	Assigned to	LaToya McIntosh		Start Date	09/01/2016		End Date	09/30/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0		
2	Teachers will discuss in PLCs how they are utilizing technology to meet this goal. Those in need of support may be partnered with another teacher for collaboration and or asked to identify an area of technology interest so a plan can be developed.									
	Assigned to	LaToya McIntosh		Start Date	09/01/2016		End Date	09/30/2017		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0		

Create Plan – Assessment

IID02	The school will test each student at least 3 times each year to determine progress toward standards-based objectives. (1054)								SC
Level of Development		Partial Development/Implementation							
1	Assigned to			Joseph Kosina					
2	How it will look when fully implemented in the District:			Students will be assessed through the common interim assessment and the ACT during the 2015-2016 school year and transitioning to the SAT during the 2016-2017 school year.					
3	Date by which the description above will be a reality:			08/01/2016					
4	Tasks								
	Assessments will be implemented correctly to students as required by the Office of Assessment and Planning.								
	Assigned to	Joseph Kosina	Start Date	05/01/2014	End Date	05/31/2017	Timeline		
1	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	
	Assessment data will be analyzed by school teams to improve student attainment of standards-based objectives.								
	Assigned to	Joseph Kosina	Start Date	05/31/2014	End Date	05/31/2017	Timeline		
2	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	

IID03	Teachers will receive timely reports of results from standardized and objectives-based tests. (1055)								SC	
Level of Development		Partial Development/Implementation								
1	Assigned to			Joseph Kosina						
2	How it will look when fully implemented in the District:			Whenever needed, teachers will have access to common interim assessment data and standardized test data for the purpose of improving classroom instruction to increase student achievement and reduce class failures.						
3	Date by which the description above will be a reality:			06/01/2017						
4	Tasks									
1	After district selection of a data management tool, provide training in the use of tool.									
	Assigned to	John Jordan		Start Date	08/01/2016		End Date	11/01/2016		Timeline
	Budget & Funding Sources(\$)									
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
		0	0	0	0	0	0	0	0	
2	Teachers will collaborate to analyze data and share best practices during PLC time.									
	Assigned to	Joseph Kosina		Start Date	08/01/2016		End Date	06/01/2017		Timeline
	Budget & Funding Sources(\$)									
		District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
		0	0	0	0	0	0	0	0	

IID04	The school will maintain a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)								SS,ELL
Level of Development		Partial Development/Implementation							
1	Assigned to			Joseph Kosina					

2	How it will look when fully implemented in the District:	The district maintains a centralized student information system that houses demographic and performance data. Protocols and structures are in place that ensure teachers have timely and user friendly access to data that informs their instruction. Data are disaggregated for the classroom level and used for programmatic evaluation.						
3	Date by which the description above will be a reality:	09/01/2016						
4	Tasks							
1	Review where all of the data elements listed are currently stored and determine the feasibility of creating a data dashboard for teachers.							
	Assigned to	Joseph Kosina	Start Date	11/01/2012	End Date	09/01/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
2	2. Train teachers and counselors on the data dashboard now available in PowerSchool.							
	Assigned to	Joseph Kosina	Start Date	08/01/2016	End Date	09/30/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)							SS,SD
Level of Development	Partial Development/Implementation							
1	Assigned to	Oscar Hawthorne						

2	How it will look when fully implemented in the District:	The School Leadership Team and Instructional Leadership Team evaluates student data including test scores and surveys administered to all school stakeholders. Based on the data obtained, the team holds meetings and collect physical and electronic artifacts. In these meetings this team discusses and develops action plans to address one of the high impact strategies developed at the district level. Student performance data is shared with department chairs so they can target areas of need at the department level.
3	Date by which the description above will be a reality:	08/19/2016
4	Tasks	
1	Instructional and Leadership Teams will analyze data when setting yearly learning goals.	
	Assigned to	Joseph Kosina
	Start Date	11/01/2012
	End Date	09/01/2016
	Timeline	
	Budget & Funding Sources(\$)	
	District	Title I
	Title II-D	Title III
	State Funds	Grant Funds
	Other Funds	Total
	0	0
	0	0
	0	0
	0	0
2	The School Leadership and Instructional Teams will collaborative on setting yearly learning goals in a timely fashion.	
	Assigned to	John Jordan
	Start Date	02/07/2013
	End Date	06/01/2016
	Timeline	
	Budget & Funding Sources(\$)	
	District	Title I
	Title II-D	Title III
	State Funds	Grant Funds
	Other Funds	Total
	0	0
	0	0
	0	0
	0	0
3	The team will review high impact strategies at the beginning of the school year and develop a monitoring process to ensure student success.	
	Assigned to	Joseph Kosina
	Start Date	08/31/2016
	End Date	09/30/2016
	Timeline	
	Budget & Funding Sources(\$)	
	District	Title I
	Title II-D	Title III
	State Funds	Grant Funds
	Other Funds	Total
	0	0
	0	0
	0	0
	0	0

IID07	The Leadership Team will monitor school-level student learning data. (1058)								SC,SS,SD	
Level of Development		Partial Development/Implementation								
1	Assigned to			Joseph Kosina						
2	How it will look when fully implemented in the District:			The Leadership Team uses a variety of data to determine the effectiveness of learning. The data include local as well as standardized test scores. Other data analyzed include classroom observation reports and surveys distributed to students, parents, and teachers. Once these data are analyzed, the Leadership Team determines the level of student learning and makes recommendations for changes to instructional and curricular practice.						
3	Date by which the description above will be a reality:			01/01/2016						
4	Tasks									
	Establish a process and calendar for data collection and analysis.									
	Assigned to	Joseph Kosina		Start Date	11/01/2012		End Date	06/05/2015		Timeline
1	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0	0	
	Implement the district data initiative with fidelity.									
	Assigned to	Daniel Johnson		Start Date			End Date			Timeline
2	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0	0	

IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)								SC,SP	
Level of Development		Partial Development/Implementation								
1	Assigned to			LaToya McIntosh						
2	How it will look when fully implemented in the District:			Instructional teams meet regularly to develop instructional strategies aligned to standards-based curricula and to monitor the progress of students for which the team is responsible. Monitoring the application of these targeted learning strategies informs the professional development experiences needed for teachers. Personalization of the learning process is a priority for learners of all abilities.						
3	Date by which the description above will be a reality:			08/31/2016						
4	Tasks									
1	Designate PLC time for horizontal teams to meet i.e. freshman teachers, freshman counselors, freshman dean, and freshman social worker to review student learning data and identify instructional strategies and focus on curricular issues.									
	Assigned to	Joseph Kosina		Start Date	03/15/2013		End Date	08/31/2016		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds		Grant Funds		Other Funds	Total
0	0	0	0	0		0		0	0	

Create Plan – Periodic Assessment

CF1	All teachers will share school policy on homework with primary caregivers. (2340)								
Level of Development		Partial Development/Implementation							
1	Assigned to			LaToya McIntosh					
2	How it will look when fully implemented in the District:			Students and parents will receive in writing, school expectations for homework.					
3	Date by which the description above will be a reality:			09/01/2017					
4	Tasks								
	Establish committee to review current policy and provide suggested policy language to the board of education.								
	Assigned to	LaToya McIntosh	Start Date	08/01/2016	End Date	08/01/2017	Timeline		
1	Budget & Funding Sources(\$)								
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	
	0	0	0	0	0	0	0	0	

IIIB06	All teachers will systematically report to primary caregivers the student’s mastery of specific standards-based objectives. (1097) Title I Expectations: The plan must articulate strategies to increase parental involvement.							SC,SP,ELL,SW
Level of Development		Partial Development/Implementation						
1	Assigned to			LaToya McIntosh				

2	How it will look when fully implemented in the District:	Teachers are communicating with the parents regularly to discuss students mastery of specified skills. Teacher parent contact is measured through log entries submitted on PowerSchool by teachers. All teachers will be trained to utilize this feature and will do so following the correct procedures so that data can be properly tracked at the end of the year.						
3	Date by which the description above will be a reality:	08/31/2016						
4	Tasks							
1	Develop a protocol for teachers regarding the regular communication with primary caregivers concerning academic performance of all students.							
	Assigned to	LaToya McIntosh	Start Date	03/15/2013	End Date	08/31/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

IVD02	The "ongoing conversation" between school personnel and primary caregivers will be candid, supportive, and flow in both directions. (1115)							SP
Level of Development		Partial Development/Implementation						
1	Assigned to	LaToya McIntosh						
2	How it will look when fully implemented in the District:	A system is in place that ensures the school has accurate personal information for all students. All school personnel regularly meet expectations for parent contact and communicate with each other regarding success and concerns. There is a process in place for making sure that teachers, parents, and staff can update information in Power School when necessary.						
3	Date by which the description above will be a reality:	12/16/2016						
4	Tasks							
	Establish a protocol for monitoring communication between teachers and parents.							

1	Assigned to	LaToya McIntosh	Start Date	08/13/2014	End Date	05/31/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
Provide translation services for parents and teachers for all families served by Proviso West High School.								
2	Assigned to	LaToya McIntosh	Start Date	08/26/2010	End Date	08/01/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
A process is designed and implemented to increase the accuracy of students' personal records.								
3	Assigned to	LaToya McIntosh	Start Date	02/20/2015	End Date	06/03/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
Communication effectiveness between staff and parents is monitored through a biannual online survey.								
4	Assigned to	LaToya McIntosh	Start Date	08/26/2011	End Date	06/30/2016	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0
Provide a teacher log entry report on a monthly basis.								
5	Assigned to	LaToya McIntosh	Start Date	02/28/2013	End Date	06/01/2017	Timeline	
	Budget & Funding Sources(\$)							
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
	0	0	0	0	0	0	0	0

IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)								SC,SP	
Level of Development		Partial Development/Implementation								
1	Assigned to			LaToya McIntosh						
2	How it will look when fully implemented in the District:			Parents interested in participating in the PWHs School Improvement Team will receive training on how to connect parents to systems of support. This includes school and community resources. Outcomes will include: 1) Increased parent involvement, 2) Connection to resources, and 3) More frequent parent/school collaboration. A district sub-committee of the policy committee was formed in April of 2016 to develop the parent support program with direct input from West parents.						
3	Date by which the description above will be a reality:			12/01/2016						
4	Tasks									
1	Appoint a parent leader to lead this program.									
	Assigned to	Oscar Hawthorne		Start Date	06/18/2014		End Date	06/18/2014		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0		
2	Communication to parents via Principal's letter to solicit parent participation.									
	Assigned to	Oscar Hawthorne		Start Date	06/18/2014		End Date	09/01/2014		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total		
	0	0	0	0	0	0	0	0		
3	Create a schedule of meetings for the program.									
	Assigned to	Oscar Hawthorne		Start Date	07/16/2014		End Date	09/30/2014		Timeline
Budget & Funding Sources(\$)										

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
4 Develop a survey to measure effectiveness of the program.							
Assigned to	Oscar Hawthorne		Start Date	07/16/2014	End Date	02/02/2015	Timeline
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Create Plan – Community and Family Engagement

CL7	The environment of the school (physical, social, emotional, and behavioral) will be safe, welcoming, and conducive to learning. (2348)								SS	
Level of Development		Partial Development/Implementation								
1	Assigned to		Calvin Davis							
2	How it will look when fully implemented in the District:		Students are in class and on task. Students want to attend class and there are minimal attendance issues. There are few hallway disturbances or other distractions. All individuals interact with mutual respect and caring. All stakeholders feel a sense of belonging in the building and take ownership for the school climate.							
3	Date by which the description above will be a reality:		08/01/2017							
4	Tasks									
1	Continue with implementation of restorative justice.									
	Assigned to	Dr Debra Dianna Thomas		Start Date	06/01/2016		End Date	06/01/2017		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	0	0
2	Create grade-level assemblies devoted to identified social and emotional themes.									
	Assigned to	LaToya McIntosh		Start Date	08/01/2016		End Date	08/01/2017		Timeline
	Budget & Funding Sources(\$)									
	District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total	0	0
3	Propose changes to the implementation of the student uniform policy to the Board of Education.									
	Assigned to	Calvin Davis		Start Date	04/29/2016		End Date	05/10/2016		Timeline
	Budget & Funding Sources(\$)									

District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0
4 Implement universal pass system as recommended by the school culture task force.							
Assigned to	Calvin Davis	Start Date	08/17/2016	End Date	09/01/2016	Timeline	
Budget & Funding Sources(\$)							
District	Title I	Title II-D	Title III	State Funds	Grant Funds	Other Funds	Total
0	0	0	0	0	0	0	0

Action Plan - Monitoring Process

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CF1	All teachers will share school policy on homework with primary caregivers. (2340)		LaToya McIntosh	09/01/2017	1	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Establish committee to review current policy and provide suggested policy language to the board of education.			LaToya McIntosh			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CI17	All staff interactions in all meetings (staff, problem solving, committees, planning, conferences, etc.) and in the instructional setting will reflect a "Culture of Candor" and a climate of trust, respect and collaboration that will be focused on norms and adult social and emotional competencies. (2337)	CL	Oscar Hawthorne	08/01/2017	1	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Team leaders will submit meeting norms to principal or designee that will include school-wide norms.			Oscar Hawthorne			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
CL7	The environment of the school (physical, social, emotional, and behavioral) will be safe, welcoming, and conducive to learning. (2348)	SS	Calvin Davis	08/01/2017	4	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Continue with implementation of restorative justice.			Dr Debra Dianna Thomas			
2	Create grade-level assemblies devoted to identified social and emotional themes.			LaToya McIntosh			
3	Propose changes to the implementation of the student uniform policy to the Board of Education.			Calvin Davis			
4	Implement universal pass system as recommended by the school culture task force.			Calvin Davis			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IA14	The district/school will recruit, train, support, and place personnel to competently address the problems of schools in need of improvement. (1130) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	ELL,SP,HQT,SW	Joseph Kosina	06/01/2017	3	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Assign mentors to new teachers.			Joseph Kosina			
2	Implement professional development plan.			Joseph Kosina			
3	Monitor the success of the plan.			Joseph Kosina			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID01	A team structure will be officially incorporated into the school improvement plan and school governance policy. (1012) Title I Expectations: Conduct a comprehensive needs assessment.	SS,SD,SW	Calvin Davis	12/01/2016	2	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Develop team structures for input in decision making at Proviso West.		Calvin Davis	
2	Develop tool to assess the success of team structures.		Calvin Davis	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID02	All teams will have written statements of purpose and guidelines for their operation. (1013) Title I Expectations: Conduct a comprehensive needs assessment - Clarify the Vision for Reform.	SW	Oscar Hawthorne	10/31/2016	1	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Team leaders will submit meeting minutes to reflect agreed upon statements of purpose.		Oscar Hawthorne	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID07	A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff will meet regularly (twice a month or more for an hour each meeting). (1018) Title I Expectations: Include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.	SS,SW	Oscar Hawthorne	06/03/2016	1	100%	Objective Met - 04/11/2013

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Create a calendar for leadership meetings.	Mr. Jordan completed a calendar for department chair meetings that will include teachers from each department. It is a rotational basis where three teachers from different departments will attend every other (twice a month) chair meeting.	John Jordan	04/11/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	04/11/2013 We reached a consensus on what tasks were needed to meet the objective. Once that was decided, Mr. Jordan put together the calendar needed to complete the task. The group unanimously voted to accept the calendar as presented and the task was marked complete.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	04/11/2013 A calendar will be created annually.
3.	Evidence that this Objective has been fully and effectively implemented	04/11/2013 The calendar was presented to administration for implementation effective 4/26/13.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID08	The Leadership Team will serve as a conduit of communication to the faculty and staff. (1019)	SS	Joseph Kosina	06/03/2016	4	100%	Objective Met - 05/31/2016

Tasks				
Task ID	Task Description	Comments	Assigned to	Completed
1	Develop a schedule for student leadership meetings.	Student leadership meeting are held with the principal.	John Jordan	05/30/2014
2	Develop a schedule for Leadership Team meetings.	The calendar created for department chair administrator meetings will be used to complete this objective.	John Jordan	04/11/2013
3	All administrators will create a weekly or monthly newsletter.	All department chairs have created a weekly or monthly newsletter during the 2014-2015, 2015-2016 school year. This will continue in the 2016-2017 school year and will include educational services, academic supports, and athletics and activities	Oscar Hawthorne	06/01/2016
4	Communication through newsletters will be monitored monthly.	Monitoring will take place each month during the 2016-2017 school year.	Joseph Kosina	05/27/2016
Status of Objective				
1.	Describe your Experience in pursuing this Objective	05/31/2016 Per the school improvement plan, layered communication has been established and will continue to be monitored each school year.		
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	05/31/2016 Consistent communication will be provided to all stakeholders.		
3.	Evidence that this Objective has been fully and effectively implemented	05/31/2016 Evidence of communication through email and phone logs will be reviewed yearly.		

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID10	The school's Leadership Team will regularly look at school performance data and aggregated classroom observation data and use that data to make decisions about school improvement and professional development needs. (1021) Title I Expectations: Conduct a comprehensive needs assessment - Creating the School Profile.	SS,SW	Joseph Kosina	06/03/2016	3	100%	Objective Met - 05/31/2016

Tasks							
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Task ID	Task Description	Comments	Assigned to	Completed
1	Use evaluation data to determine professional development needs.	Professional team met to review data from multiple sources to create two year professional development plan.	Joseph Kosina	05/31/2016
2	Analyze the effectiveness of benchmark testing.	Teachers utilized common interim assessments to make instructional adjustments and these common interim assessments were factored into teacher and administrator evaluations.	Joseph Kosina	05/31/2016
3	Implement the Cambridge Saturday ACT prep program and ACT test prep seminar for the appropriate students.	Approximately 80 students will be enrolled in this program to target students who are near to meeting standards. They will be selected based on scores on a practice ACT test administered to all juniors at the beginning of January. In the program, they will participate in 40 instructional hours including a pre-test and post-test which are past ACT tests. They will learn research based mechanics and strategies targeted to problems that they missed on the pre-test. Parent meetings will take place to help parents and students see the importance of test scores and GPA. On average, a student who attends 80-100% of classes will grow 3-4 points in their composite score.	Joseph Kosina	02/02/2013

Status of Objective

1.	Describe your Experience in pursuing this Objective	05/31/2016 ILT meetings regularly included the review of assessment and classroom observation data. Grade reports were also provided to department chairs on a weekly basis.
2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	05/31/2016 Preparation time for department chairs over the summer will be scheduled.
3.	Evidence that this Objective has been fully and effectively implemented	05/31/2016 Agendas from ILT meetings and PLC's reflect data analysis and review. Teacher evaluations and walkthroughs also reflect a focus on data analysis.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
ID11	Teachers will be organized into grade-level, grade-level cluster, or subject-area Instructional Teams. (1171)		Joseph Kosina	08/01/2016	1	0%	

Tasks				
Task ID	Task Description	Comments	Assigned to	Completed
1	Create and implement grade-level and subject-area instructional teams.		Joseph Kosina	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IE06	The principal will keep a focus on instructional improvement and student learning outcomes. (1027)	SP,SD	Joseph Kosina	10/31/2016	4	0%	

Tasks				
Task ID	Task Description	Comments	Assigned to	Completed
1	Through a variety of data sources, the professional development needs of the staff will be analyzed and will inform the professional development plan created by teachers and administrators.		Joseph Kosina	
2	Data will be reviewed by departments to ensure that high impact strategies are reviewed and updated for the current school year.		Joseph Kosina	
3	The Principal will create a plan to increase visibility and level of interactions with all school stakeholders in the building.		Oscar Hawthorne	
4	Review pd strands throughout the year and monitor the development and implementations of strands throughout the school year.		Joseph Kosina	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IE08	The principal will spend at least 50% of his/her time working directly with teachers to improve instruction, including classroom observations. (1029)	SC	Oscar Hawthorne	06/01/2017	1	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	The principal will set his work calendar to allow for half of the school day to be devoted to classroom observations and teacher support efforts to the greatest extent possible.		Oscar Hawthorne	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IE09	The principal will challenge and monitor unsound teaching practices and support the correction of them. (1030)	SC	Oscar Hawthorne	09/01/2016	1	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Based on walkthrough data, the principal will schedule informal or formal conversations with teachers.		Oscar Hawthorne	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IE10	The principal will celebrate individual, team, and school successes, especially related to student learning outcomes throughout the year. (1031)		LaToya McIntosh	12/31/2016	1	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Monthly student and staff celebrations will be organized by administration and department chairs.		LaToya McIntosh	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IF05	Professional development for teachers will include self-assessment related to indicators of effective teaching and classroom management. (1039)	SC,CL	Joseph Kosina	06/01/2017	2	0%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	Create a template for recording professional development goals.		Joseph Kosina				
2	Teachers will share their reflection from their self assessment to their colleagues in PLC.		Joseph Kosina				

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IF08	Professional development for the whole faculty will include assessment of strengths and areas in need of improvement from classroom observations of indicators of effective teaching. (1042) Title I Expectations: A schoolwide program must ensure instruction by highly qualified teachers and provide ongoing professional development.	SP,SW	Joseph Kosina	08/04/2016	4	0%	
Tasks							
Task ID	Task Description	Comments	Assigned to	Completed			
1	The School Leadership Team will evaluate the findings of the needs assessment data and needs assessment protocol and plan building level professional development accordingly.		Joseph Kosina				
2	The Instructional Team will develop a needs assessment protocol to determine teachers' strengths and areas in need of improvement.		Joseph Kosina				

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3	The Instructional Team will use needs assessment data to plan building level professional development.		Joseph Kosina	
4	New teachers are encouraged to attend a "new teachers" support group through the district. This is voluntary.		Joseph Kosina	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIA01	Instructional Teams will develop standards-aligned units of instruction for each subject and grade level. (1045)	SC,SP,ELL	Joseph Kosina	08/01/2016	2	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	District level processes and protocols will be established to formalize curricular review and revision.		Kim Echols	
2	The ILT will review curriculum maps for instructional monitoring purposes.		Joseph Kosina	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIC01	Units of instruction will include specific learning activities aligned to objectives. (1083)	SC,SS	Joseph Kosina	06/03/2016	2	50%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Implement instructional scanning process.	Multiple models for this process include classroom walk-throughs, focused walks, etc... The form is completed. The form is versatile and can be used for department chair to teacher review, teacher to	Joseph Kosina	05/19/2011

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		teacher review, or administrator to teacher review. It is a form for the teacher's professional use and can be reviewed after the walk-through at the teacher's discretion.		
2	Units of instruction will be documented in district resources.		Kim Echols	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID02	The school will test each student at least 3 times each year to determine progress toward standards-based objectives. (1054)	SC	Joseph Kosina	08/01/2016	2	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Assessments will be implemented correctly to students as required by the Office of Assessment and Planning.			Joseph Kosina			
2	Assessment data will be analyzed by school teams to improve student attainment of standards-based objectives.			Joseph Kosina			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID03	Teachers will receive timely reports of results from standardized and objectives-based tests. (1055)	SC	Joseph Kosina	06/01/2017	2	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	After district selection of a data management tool, provide training in the use of tool.			John Jordan			
2	Teachers will collaborate to analyze data and share best practices			Joseph Kosina			

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during PLC time.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID04	The school will maintain a central database that includes each student's test scores, placement information, demographic information, attendance, behavior indicators, and other variables useful to teachers. (1116)	SS,ELL	Joseph Kosina	09/01/2016	2	50%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Review where all of the data elements listed are currently stored and determine the feasibility of creating a data dashboard for teachers.	A data dashboard for staff is now available in PowerSchool.	Joseph Kosina	05/31/2016
2	2. Train teachers and counselors on the data dashboard now available in PowerSchool.		Joseph Kosina	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID06	Yearly learning goals will be set for the school by the Leadership Team, utilizing student learning data. (1057)	SS,SD	Oscar Hawthorne	08/19/2016	3	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Instructional and Leadership Teams will analyze data when setting yearly learning goals.		Joseph Kosina	
2	The School Leadership and Instructional Teams will collaborative on setting yearly learning goals in a timely fashion.		John Jordan	

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3	The team will review high impact strategies at the beginning of the school year and develop a monitoring process to ensure student success.		Joseph Kosina	
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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID07	The Leadership Team will monitor school-level student learning data. (1058)	SC,SS,SD	Joseph Kosina	01/01/2016	2	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Establish a process and calendar for data collection and analysis.			Joseph Kosina			
2	Implement the district data initiative with fidelity.			Daniel Johnson			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IID08	Instructional Teams will review student learning data (academic, physical, social, emotional, behavioral) to assess and make decisions about curriculum and instructional strategies. (1059)	SC,SP	LaToya McIntosh	08/31/2016	1	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Designate PLC time for horizontal teams to meet i.e. freshman teachers, freshman counselors, freshman dean, and freshman social worker to review student learning data and identify instructional strategies and focus on curricular issues.			Joseph Kosina			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA01	All teachers will be guided by a document that aligns standards, curriculum, instruction, and assessment. (1063)	SC,SS	Joseph Kosina	08/01/2016	1	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	The Instructional Team with faculty collaboration will review annually every curricular document.			Joseph Kosina			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA06	All teachers will test frequently using a variety of evaluation methods and maintain a record of the results. (1068)	SP,ELL	Joseph Kosina	08/01/2016	1	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Develop an evaluation plan within each collaborative team that includes a variety of formative and summative assessments. The plan will describe each assessment, the skills being assessed and how the collaborative team will warehouse and analyze the results from these assessments.			Joseph Kosina			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA07	All teachers will differentiate assignments (individualize instruction) in response to individual student performance on pre-tests and other methods of assessment. (1069) Title I Expectations: Effective, timely additional assistance provided to students experiencing difficulty.	SP,RTI,ELL,SW	Joseph Kosina	06/01/2016	3	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Curriculum objectives and units are reviewed and updated as necessary by the appropriate department.			Joseph Kosina			
2	Review student data and create appropriate re-engagement instructional plans.			Joseph Kosina			
3	Review data and instructional plans to monitor success.			Joseph Kosina			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA09	All teachers will clearly state the lesson's topic, theme, and objectives. (1071)		Oscar Hawthorne	05/31/2016	1	100%	Objective Met - 06/01/2016
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Department chairs will submit walkthrough data capturing the number of classrooms where objectives are stated.	Department chairs submitted data to principal on a weekly basis.		John Jordan	05/24/2016		
Status of Objective							
1.	Describe your Experience in pursuing this Objective	06/01/2016 Department chairs submit walkthrough data on a weekly basis,					

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2.	What continued work will be necessary to sustain your efforts and continue to meet the Objective	06/01/2016 The same walkthrough data collection process must be continued for objective to remain fully met.
3.	Evidence that this Objective has been fully and effectively implemented	06/01/2016 Walkthrough data reports were submitted weekly by department chairs.

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIA35	Students will be engaged and on task. (1161)	SP	Joseph Kosina	12/31/2016	2	100%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Develop a survey for students to reflect on their learning experience and determine their level of engagement and success in high school.	Review 5Essential Survey Data		Joseph Kosina	08/31/2016		
2	Develop a student mentorship program.	Students will assist others students in developing study and classroom work habits.		LaToya McIntosh	08/31/2016		

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIIB06	All teachers will systematically report to primary caregivers the student's mastery of specific standards-based objectives. (1097) Title I Expectations: The plan must articulate strategies to increase parental involvement.	SC,SP,ELL,SW	LaToya McIntosh	08/31/2016	1	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Develop a protocol for teachers regarding the regular communication with primary caregivers concerning academic performance of all students.			LaToya McIntosh			

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Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IIC12	All teachers will engage all students (e.g., encourage silent students to participate). (1109)	SP,ELL	Oscar Hawthorne	12/01/2016	4	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Create student contracts.		Joseph Kosina	
2	Develop alternative assessment instruments with teachers.		Joseph Kosina	
3	Develop teacher/student self-assessment tools.		Joseph Kosina	
4	Offer professional development focused on effective teaching.		Joseph Kosina	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IVD02	The "ongoing conversation" between school personnel and primary caregivers will be candid, supportive, and flow in both directions. (1115)	SP	LaToya McIntosh	12/16/2016	5	40%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Establish a protocol for monitoring communication between teachers and parents.	Codes have been created to track communication with parents in PowerSchool. New teachers will need training to ensure that protocol for entering communication is followed.	LaToya McIntosh	05/24/2016
2	Provide translation services for parents and teachers for all families served by Proviso West High School.	The district contracts a translation and interpreter service that faculty and staff members can use to communicate with parents/guardians who do not speak English. The information	LaToya McIntosh	02/01/2016

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		regarding what languages the service covers and how to use the service is distributed once per semester by email to all faculty and staff members. A Spanish Translator was hired during the 2015-2016 school year to assist families.		
3	A process is designed and implemented to increase the accuracy of students' personal records.		LaToya McIntosh	
4	Communication effectiveness between staff and parents is monitored through a biannual online survey.		LaToya McIntosh	
5	Provide a teacher log entry report on a monthly basis.		LaToya McIntosh	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
IVD03	The school will regularly and clearly communicate with primary caregivers about its expectations of them and the importance of the "curriculum of the home." (1155)	SC,SP	LaToya McIntosh	12/01/2016	4	0%	

Tasks

Task ID	Task Description	Comments	Assigned to	Completed
1	Appoint a parent leader to lead this program.		Oscar Hawthorne	
2	Communication to parents via Principal's letter to solicit parent participation.		Oscar Hawthorne	
3	Create a schedule of meetings for the program.		Oscar Hawthorne	
4	Develop a survey to measure effectiveness of the program.		Oscar Hawthorne	

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
TL1	All teachers will demonstrate in their lesson plans the content knowledge necessary to challenge and motivate students to high levels of learning. (2332)	SC	Oscar Hawthorne	06/30/2017	1	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Department chairs will review and provide teachers with feedback on validity of lesson plans.			Heather Wickey			

Key Code	Objectives	Indicator Type	Assigned to	Target date	Tasks	% Tasks Completed	Objective Status
TL9	All teachers will incorporate the use of technology in their classrooms when it enhances instruction and builds 21st Century Learning Skills. (2335)	SC	LaToya McIntosh	08/17/2016	2	0%	
Tasks							
Task ID	Task Description	Comments		Assigned to	Completed		
1	Create technology implementation monitoring tool.			LaToya McIntosh			
2	Teachers will discuss in PLCs how they are utilizing technology to meet this goal. Those in need of support may be partnered with another teacher for collaboration and or asked to identify an area of technology interest so a plan can be developed.			LaToya McIntosh			