TRANSFORMATION PLAN
July 2018

Proviso West High School

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- Proviso West Latino Focus Group

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"[Truly disadvantaged schools] tend to be places governed by an overarching sense of futility and pessimism; where colleagues may distrust their supervisors and perhaps one another; where there can be a certain harshness in the way children and parents are dealt with; where many children are seen to be disengaged much of the time, but not necessarily more so than the teachers; where the levels of human capital are at their lowest; where instruction is uncoordinated and uninspiring; where there are too few resources, and those few are often badly used; where the curriculum is narrow, boring and frequently changing; where teachers have profound skepticism about "programs"; where there is a general feeling of instability—personnel come and go, students come and go, programs come and go—all of it presided over by a dysfunctional bureaucracy…

Failed institutions make the simplest things difficult. The problems manifest themselves in so many ways that they may obscure the fact that many of the discrete problems are either generated by or reinforced by the sheer lack of connectedness among people. Giving up on the institutional mission goes hand in glove with giving up on one's colleagues. The denizens of demoralized social spaces do what they have to do but without much heart or hope."

Charles Payne, in *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools* **(2008)**

Introduction & Needs Assessment

Proviso West High School (PWHS) is a unique, comprehensive high school that serves a diverse student body that is 47% African American, 44% Latino, 3.6% Pacific Islander, 2.5% White, and 1.8% Native American (Illinois School Report Card, 2017). Further, 24.6% of the total student body are considered low-income, 11.9% Limited-English-Proficient, and 13.9% have an Individualized Educational Plan (IEP). The faculty and administration are also diverse (20% African American, 7% Latino, 67% White) and highly professional (23% bachelor's degrees, 75% master's degrees or higher) and outpace the state of Illinois in these areas, which has contributed to student success in key areas of academic progress, including an 81% graduation rate and improvements in the Freshmen on Track Rate (Illinois School Report Card, 2017).

Despite these advantages and successes, PWHS continues to face a number of challenges. Regarding academic performance for the Class of 2017 on the American College Test's (ACT) College Readiness Benchmarks, the percentage of students who met or exceeded the benchmarks in English, Math, Reading and Science was 34.3% (E), 10.7% (M), 17.3% (R), and 8.8% (S), respectively. While the graduation rate outpaces the district's (75%), we continue to lag behind the state's 87% rate, and the rate (72.1%) of students from the Class of 2015 requiring college remediation is much higher than the state's rate of 47%. Ethnic, income, and ability-status gaps in achievement, which are linked to persistent and subsequent poorer outcomes, also persist. Further, in 2017 only 11% of PWHS juniors met or exceeded the college and career readiness benchmarks in English Language Arts and only 6.8% met or exceeded in mathematics on the Scholastic Aptitude Test (SAT).

Given our school's strengths and persistent and marked underperformance, during the first semester of the 2017-2018 school year, the PWHS Transformation Design Team (TDT) was formed, which included students, parents, faculty, administration and staff, and other district and community stakeholders. The TDT was tasked with collaborating to co-construct a comprehensive, data-informed school transformation plan.

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Together, we identified and collected myriad data points to develop greater insight into PWHS's recent academic achievement, professional, and community trends. We collected data and organized them into several key areas, including the following:

- Demographic Data
    - Student & Teacher Ethnic Background
    - Graduation Rates (Disaggregated by Ethnicity, Gender, Language, etc.)
    - Post-Secondary Enrollment
    - Freshmen on Track-Rates
    - Attendance and Enrollment Rates
    - Behavior & Suspensions
    - Teacher Experience, Education Levels & Certifications
    - Students' Home Language
    - Census Data for Neighboring Communities
- Perception Data
    - 5 Essentials Survey
    - Instructional Leadership Team Effectiveness Survey
    - School Quality & Priorities Survey
    - Community Schools Parent & Staff Surveys
- Program & Process Data
    - Team Meeting Agendas & Notes
    - Program Data Use
    - Special Education Models & Services
    - English Learner Models & Services
    - Professional Development Plans
- Student Learning Data
    - ACT & SAT Results
    - ACCESS Results
    - Assessment Calendar
    - Interim Assessment Inventory
    - Summative Assessment Results
    - Advanced Placement Course Performance
    - Quarterly Grades

While collecting and analyzing the data, the TDT worked through root-cause analytic and consensus-building processes to identify possible explanations for our findings, and established school

priorities that aim to move our school toward excellence. After several meetings, the team came to consensus on the following root causes for each data finding:

1. **Data Finding:** Proviso West does not have a comprehensive, multi-tiered system of support that results in equitable outcomes for all students.
    a. **Root Cause:** Decisions are too frequently made in silos and in a top-down fashion.
    b. **Root Cause:** PWHS is too focused on other initiatives.
2. **Data Finding:** According to parents, teachers, and students, school climate is reported as a major area of concern.
    a. **Root Cause:** PWHS has inconsistently prioritized building and sustaining relationships between our students, parents, staff and community.
3. **Data Finding:** Students and teachers report low levels of academic expectations for postsecondary readiness.
    a. **Root Cause:** PWHS has not fully established a system for multi-tiered supports for academic, social, emotional, and behavioral equity.
    b. **Root Cause:** PWHS has not prioritized the establishment of a student-centered, mastery-based, culturally competent learning environment.
4. **Data Finding:** Professional development opportunities at Proviso West are not adequate to meet the academic, social, emotional, and college/career readiness needs of all students.
    a. **Root Cause:** The need has not been identified to involve all stakeholders in the development of a professional development plan.
5. **Data Finding:** Proviso West does not have a clearly defined process for collecting, accessing, disseminating, monitoring, analyzing, and using data to inform decision making for improved opportunities for all stakeholders.
    a. **Root Cause:** There is a lack of trust and expertise to use data to inform the use of research-based best practices to improve student outcomes.
    b. **Root Cause:** PWHS leadership has not gained the expertise and identified the resources to create an effective process that includes training for data use.
6. **Data Finding:** Current programs are not demonstrating support for high levels of parental involvement and engagement.

a. **Root Cause:** PWHS has inconsistently prioritized building and sustaining relationships between our students, parents, staff and community.

These root causes and findings will serve as the central foci of our transformation efforts, and sustained growth in these areas will act as transformation goals.

Although PWHS is not considered a disadvantaged school based on the school's demographics, the considerably high turnover in school and district-level leadership places PWHS at a disadvantage in comparison to surrounding high schools that have more stable leadership. Thus, transforming this high school into an institution that improves school-wide student learning will be complicated. According to Bryk, Sebring, Allensworth, Luppescu, and Easton (2010), this work will require transformational leadership that, not only, targets the student body, but also the school's leadership, organizational, and instructional capacity, guided by an evolving theory of action. In addition, much of the education leadership literature supports the notion that school transformation works best when conceptualized and implemented as a continuous-improvement process driven by evidence acquired through cycles of inquiry (see Smylie, 2010 for a review).

Broadly, our transformation efforts will be guided by this research, and more specifically by Bryk and colleagues' (2010) Framework of Essential Supports for School Improvement and the University of Illinois-Chicago Logic Model (UICLM) (see Figure 1). Therefore, our transformation plans include a focus on the development of leadership capacity, organizational capacity, and instructional capacity across the school. Equally important is our adoption of a continuous-improvement model and the use of data-informed processes via cycles-of-inquiry to guide and elucidate the overall effectiveness of these efforts and approaches. The following section lays out our conceptualization of leadership capacity, organizational capacity, and instructional capacity development which serves as the foundation of our school transformation plan. Additionally, each section is accompanied by our proposed plans and action steps for addressing the

respective components of the transformation. We believe, and the evidence suggests, that the successful

implementation of these approaches will results in the desired improvements.
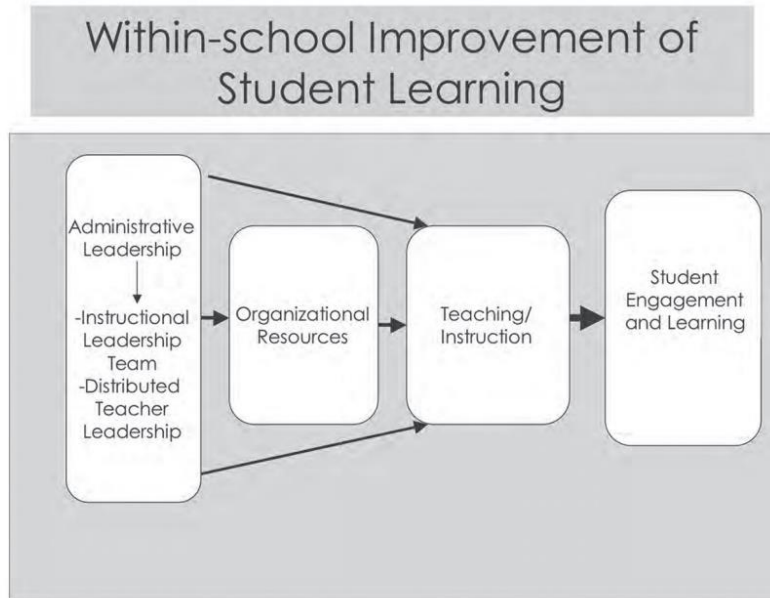

Figure 1. UIC Logic Model

Foundations of School Improvement

Leadership Capacity: Trust & Shared Leadership

Effectively transforming schools requires a clear and shared vision of the desired outcomes and processes, as well as the interpersonal and personal capacity to bring the vision to fruition. In this section, we discuss the research and theory that will undergird one of the most essential pillars of our transformation efforts: leadership capacity and its development. More specifically, we delineate our approach to augmenting PWHS's leadership capacity through:

1. The formation and dissemination of our theory of action;

2. The establishment and support of a pervasive sense of trust; and

3. The increased shared-leadership throughout the school.

Argyis (1980) argued that during their work, school leaders develop hypotheses of the challenges and situations they face, which inform the views they adopt (i.e., espoused theory), as well as the subsequent actions they undertake to address those actions (i.e., theories-in-use). Together, the espoused theory and the theory-in-use form a theory of action (Argyis & Schon, 1974). Trust is defined as a belief that others: (a) consistently attend to explicit and/or implicit commitments; (b) are conscientious and above-board in establishing said commitments, and (c) do not regularly encroach upon one another. Shared leadership is defined as the process of delegating authority, sharing responsibility, and enabling employee participation in making various organizational decisions (Copland, 2003). We focus on these three components of leadership capacity for several reasons. First, PWHS has not had a strategic plan of action in several years, effectively preventing sustained and substantial improvement. Second, our 5 Essentials data indicated that principal-to-teacher trust and teacher-to-teacher trust are below average in the school (39% and 23%, respectively), and teacher influence on school governance and collective responsibility (i.e., indices of shared leadership) are rated at 7% and 21%, respectively. Further, a preponderance of evidence has found that observing and

improving upon trust and shared leadership not only has direct impact on improved leadership capacity (Boyce & Bowers, 2018; Leithwood & Mascall, 2008), but strong associations with a variety of improved student outcomes as well (Leithwood, Louis, Anderson, & Wahlstrom, 2004; Leithwood & Jantzi, 2006; Seashore Louis, Dretzke, Wahlstrom, 2010).

The PWHS Transformation Design Team has created theories of action for each of the components of the transformation plan, and our approach to shared leadership to guide our work moving forward. Figure 2 articulates the theory of action, and Figure 3 outlines how the school plans to improve shared leadership. These figures also provide insight into our rationale and plans for addressing organizational capacity.

If Proviso West High School…
- *builds relational trust and shares the leadership of the school organization;*
- *cultivates the leadership skills of formalized leaders to effectively lead teams toward goal achievement;*
- *develops and leverages systems and structures aligned to the continuous improvement of the school;*
- *raises the level of academic and behavioral expectations, student support and cultural relevance within the classroom;*
- *develops students' ability to self-regulate and self-advocate; and*
- *partners with parents and community members;*

… then student achievement will increase steadily over time.

Figure 2. Proviso West Theory of Action

Shared Leadership	
Resources: NCS, Solutions Tree, Schools That Succeed	
Professional Development: NCS Freshmen Institute for Freshmen Academy Lead, Freshmen Counselor and Freshmen Teachers (6/25-27, 10/18-19, 1/31-2/1); NCS Leading PLCs for ILT, Principal (July 9-12), AP; PLCs at Work, ILT Leads, AP, Principal (July 18-20)	
SY18	**SY19**

• Co-constructed a Transformation Plan with 25 parent, community, student, and faculty stakeholders
• Developed teams that align to ESSA & College Readiness Goals
  ✓ Attendance Team, Behavioral Health Team, Senior Leadership Team, Post-Secondary Leadership Team, Freshmen Support Team
• Conducted book study focusing on creating the systems needed to improve the school organization: *Schools That Succeed: How Educators Marshall the Power of Systems for Improvement*
• Developed Running Agenda and Notes with meeting template clearly aligned to PLC best practice
	• Reconvene School-Wide Leadership Team and identify leads for components of Transformation Team
	• PLC leads attend Solution Tree: Leading PLCs at Work and NCS: Leading Professional Learning Communities in July 2018. Will train ILT and course team leads over summer.
	• Co-construct goals for every team along with quarterly benchmarks to gauge progress.
	• Identify team rhythms (weekly, biweekly, monthly, quarterly)
	• Identify each team's data tools, metrics, and data rhythm
	  ✓ Develop team leads' ability to interpret data, identify root causes, and select research-based strategies for improving data trends
	  ✓ Redefine secretarial roles to better support Transformation Plan
	    ○ Attendance support
	    ○ Dean support
	    ○ Freshmen Academy Support
	    ○ Develop secretaries' ability to pull data and create teacher-friendly reports that include charts and graphs

Figure 3. Strategic Plan for Improving Shared Leadership

Organizational Capacity

Continuous Improvement & Cycles of Inquiry

School leadership scholars have argued that transforming schools requires employing a continuous improvement model and cycles of inquiry to sustain the school and its effectiveness in a systematic and evidence-based manner (Bottoms, O'Neill, Fry, & Hill, 2003; Cheney & Davis, 2011; Orr, 2006). According to Smylie (2010), once a theory of action has been articulated and understood by school leaders, a data-informed continuous-improvement approach is required to ensure that the vision and concomitant action steps produce the desired effects. Here, evidence or data, relevant to the mission or vision must be obtained and analyzed to inform the selection of goals, strategies and implementation plans. The implementation of continuous improvement strategies, and the outcomes obtained should be assessed and analyzed on an ongoing basis via cycles of inquiry (Cosner, Tozer, & Smylie, 2012). Its four most basic steps are plan, do, check, and act, and operate cyclically (Smylie, 2010). With respect to PWHS, we examine the data to identify the root causes of a problem, then make plans to address the problem. Afterwards, efforts are made to implement any strategies that have been identified. The check step examines the data from the implementation phase. Lastly, in the act step, efforts are made to examine the extent to which the strategy is being implemented with fidelity. Below, in Figure 4 describes the continuous-improvement cycle of inquiry for PWHS and its links to improved outcomes for our students.
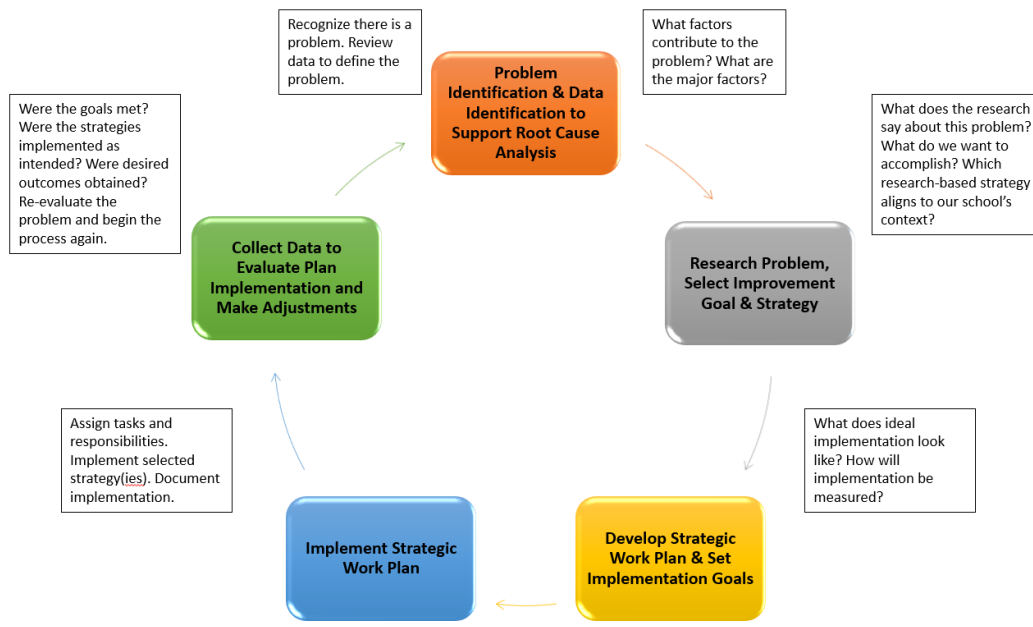
Recognize there is a problem. Review data to define the problem.

Problem Identification & Data Identification to Support Root Cause Analysis

What factors contribute to the problem? What are the major factors?

What does the research say about this problem? What do we want to accomplish? Which research-based strategy aligns to our school's context?

Were the goals met? Were the strategies implemented as intended? Were desired outcomes obtained? Re-evaluate the problem and begin the process again.

Collect Data to Evaluate Plan Implementation and Make Adjustments

Research Problem, Select Improvement Goal & Strategy

Assign tasks and responsibilities. Implement selected strategy(ies). Document implementation.

Implement Strategic Work Plan

Develop Strategic Work Plan & Set Implementation Goals

What does ideal implementation look like? How will implementation be measured?

Figure 4. Continuous Improvement Cycles of Inquiry

Professional Capacity Development

Bryk and colleagues (2010) consider professional capacity development as a key component of organizational capacity and define it as, "the continuing-education efforts a school provides to improve the effectiveness of its staff (p. 54)." Professional development is predicated upon the provision of training in and development of the requisite knowledge, skills, and abilities that pertain to the realization of the goals and objectives set forth by organizational leaders, and the demands of the context (Cohen, McLaughlin, & Talbert, 1993; Desimone, 2011). The central features of this professional development include content focus, active learning, coherence, duration, and collective participation. Content focus pertains to the subject matter and how students learn that content. Active learning involves the opportunities teachers have to observe and receive feedback rather than passively sitting through presentations by "experts." Coherence refers to the extent to which one form professional development is aligned to other forms of professional development activities. Duration is simply meant to capture the amount of time and the intervals over which the professional development strategies are implemented. These can range from a simple one-time event to on-

going efforts. Lastly, collective participation refers to the extent to which teachers from the same grade, subject, etc. participate in these professional development activities as a group.

In our review of the research literature, we noted that professional development experiences that are situated in the school and classroom contexts in which teachers' work have been more effective than those that are not (Camburn, 2010; Putnam & Borko, 2000). Thus, job-embedded professional development is a central pillar of the approach we will take to ensure that adult learning activities are grounded and relevant for PWHS. Thus, augmenting organizational capacity by enhancing professional capacity strategies includes the following: 1) re-invigorating and creating professional learning communities, 2) enacting quality professional development training for faculty, 3) on-going use of data in learning cycles, as part of a broader strategy to establish, enhance and maintain a professional learning community amongst Proviso West's faculty.

College & Career Culture and Academies

Preparing students to become successful and contributing members of our global society requires a focus on college and career readiness in the secondary environment. Despite a rebounding US economy, long-term career success is heavily influenced by the level of education, access to training opportunities, and experience in the career of choice (Kemple & Scott-Clayton, 2004; Stern, Dayton & Raby, 2000 ;Sum, et al., 2001). According to the 2017 Illinois School Report Card, 72% of 2015 graduates of Proviso West enrolled in community colleges were taking remedial courses in mathematics, reading, or communication skills and were therefore not college ready. In an effort to address these gaps and provide a structure for engaging students in postsecondary exploration at the secondary level, the State of Illinois signed the Illinois Postsecondary and Workforce Readiness Act (PWR) into law in 2016. In accordance with this law, Proviso West will create College and Career Academies, or small learning communities united by a college preparatory curriculum with a career theme (referred to as the Career Academy). To provide for the success of the Career Academy, we will establish partnerships with employers in the community that will provide students with insight into the world of work.

The Career Academy structure will also cultivate opportunities to immerse student in rich career experiences and prepare them to enter postsecondary training with a baseline skillset that sets them apart from their peers. Below (see Figure 5) we detail our conceptualization of the College and Career Culture and the College and Career Academies at PWHS.

College & Career Culture		
Resources: NCS, Naviance, Eugene Robinson (consultant), Westinghouse HS PD: Westinghouse, NCS		
SY18	SY19	SY20
• Developed Post-Secondary Tracking Document – Updated Data Every Friday • Developed Post-Secondary Expectations for Prom Attendance	• Visit other high schools with high college enrollment metrics and similar demographics • Create post-secondary standard operating procedures • Continue training counselors and teachers (prioritize 12th and 11th grade teachers) to master Naviance • Partner with Activities Sponsors & Activities Coordinator to create annual calendar that ensures majority of students visit at least one college campus each school year • Leverage ELOS period to meet college-going metrics • Plan college and career fairs for Fall and Spring • Develop culminating events for each grade level that are tied to prom expectations regarding attendance, behaviors and course performance • Plan grade level assemblies for SY19 • Develop Panther Citizenship Characteristics	• Continue to look to other schools with similar demographics to ensure we are implementing best practices • Adhere to SOP so students know what to expect from all parts of the process • Contact Hobsons as needed for additional support • Use ELOS for application workshops (fall) and scholarships (spring) • Use student feedback to refine recognition activities and increase participation

Freshmen Academy		
Resources: Proviso East, Rockford, NCS PD: National Freshmen Success Institute		
SY18	SY19	SY20
• Redesigned Freshmen Support Team to Begin to Target Specific At-Risk Students • Shifted Behavior Interventionist to Focus Only on 9th Grade Students (Most Referrals in SY18)	• Develop common grade level expectations • Develop freshmen support plan for ELOS • Choose SEL standards to be taught each quarter of freshmen year • Partner with middle school with highest number of behavior infractions to solicit additional information on how to improve supports for their incoming freshmen • Develop 8th Grade Algebra partnership with Roosevelt Middle School • Special Education Feeder School visit	• Expand middle school partnerships to focus on vertical alignment from 6th through 12th grades • Develop partnership with at least one middle school in support of a schoolwide focus on argumentative literacy • Continue to review data and adjust supports to improve freshmen success rates

College & Career Academies		
Resources: Proviso East HS, NCAC Conference, Jefferson HS (IL), Huntley HS (IL), Leyden HS D212 (IL), TMA, Darwill **PD:** NCAC, school visits, CTE conferences		
SY18	**SY19**	**SY20**

• Hired College & Career Academy Coordinator
• Attended NCAC Conference and visited CCA school in Nashville, TN
• Partner with DVR EFE to develop academy pathways
• Create alignment document showing current and prospective academic and academy pathway courses
• Developed partnership with TMA (Technology & Manufacturing Association) for development of Advanced Manufacturing pathway
• Partner with TMA, Lake Park HS, and Leyden HS D212 to refine design and layout of machine shop for SY20
• Define scope of machine shop project and identify resources for implementation for SY20
• Develop partnership with Darwill for future internship and job shadowing opportunities
• Begin adjusting classroom spaces to align with needs of academy structure and future programs
• Post for CCA Design Teams (SP18)
• Meet with CCA Design Team (SU18)
• Develop Freshman Academy for SY19
• Develop marketing materials (SU18)
• Identify area of building needed for advanced manufacturing and PLTW courses (SU18)
	• Create Industry Council for College & Career Academies that includes companies that will provide guidance, job shadowing, apprenticeships, internships, etc. (FA18)
	• Develop Academy Advisory Council with students and host monthly meetings (FA18)
	• Host Career Pathway Expo (FA18)
	• Refine advanced course offerings and sequences
	• Develop introductory courses for new pathways (FA18)
	• Freshman select an academy during course enrollment process (FA18)
	• Counselors have Academy selection meetings with 9th - 12th grade students as part of enrollment/course selection process (FA18)
	• Host pinning ceremonies for academies (SP19)
	• Develop marketing materials for Academy launch (SP19)
	• Develop Freshman Seminar course for SY20
	• Build out shop space for Advanced Manufacturing program for SY20 (FA18/SP19)
	• Deliver professional development workshops to faculty and staff (SP19)
	• Develop IB CP for SY21
	   ○ Meet benchmarks for IB CP development
	     ■ Attend IB training (SP19)
	     ■ Submit Request for Candidacy (SP19)
	   ○ Visit schools with IB CP
		• Develop IB CP for SY21
		   ○ Meet benchmarks for IB CP development (Complete candidacy phase including consultation, request for authorization, and school site visit)
		   ○ Visit schools with IB CP
		   ○ Develop selective enrollment process for IB coursework
		• Initiate Freshman Seminar course
		• Further develop Advanced Manufacturing
		• Further develop pathways

Figure 5. Strategic Plan for Improving College & Career Culture and Developing Academies

Family & Community Engagement

The final aspect of our plan to improve organizational capacity focuses on enhancing family and community engagement, which the Illinois Center for School Improvement describes as a two-way process of reaching mutual understanding, in which educators, parents, and students exchange information, news, ideas, and feelings and create and share meaning. If we are successful in building respectful and trusting relationships, we can establish genuine two-way communication that supports student learning (Lawrence-Lightfoot, 2003). Research on this matter is clear, consistent, and convincing, as parent, family, and community involvement in education consistently correlates with higher academic performance and school improvement (Barton, 2003; Belfield & Levin, 2007; Jeynes, 2003). Supporting teaching and learning requires addressing students' social service needs, as well as their academic ones, and this broad-based support is essential to closing achievement gaps. The positive impact of connecting community resources with student needs is well documented. (Communities in Schools, 2007) In fact, community support of the educational process is considered one of the characteristics common to high-performing schools (Henderson & Mapp, 2002). Figure 6 describes the extant PWHS strategic plan for boosting family and community engagement and has implications for our approach to enhancing instructional capacity.

Family & Community Engagement		
Resources: Youth Guidance, Parent Engagement White Paper, Mike Burries, Parent Engagement Committee PD Ask: National Conference		
SY18	SY19	SY20
• Identify leading and lagging indicators • Establish Board of Education policy (district level) • Assess existing communication outreach and engagement goals • Clearly define Community Outreach, Communication & Engagement • Improve awareness of Grit & Growth Mindset for students, teachers, parents, admin	• Establish required grade-level orientations for all students • Create system to improve attendance at PTO/PTA, Board Meetings, etc. • Monitor and enforce compact requirements • Create parent engagement calendar that includes: stress management, massage therapy, and other high-interest topics • Assess data, monitor and adjust	• Analyze parent participation data, identify areas of growth, choose and implement strategies to improve outcomes

Figure 6. Strategic Plan for Improving Family & Community Engagement

Instructional Capacity

Bryk and colleagues (2010) state that instructional capacity "organizes the curriculum content that students are exposed to, specifies the nature of the academic demand or challenge that is posed to students, and affords teachers a set of the tools to advance student learning." (p. 50) The UIC Logic Model describes instructional capacity simply as teaching and learning. Our strategy to improve instructional capacity is aligned with this model and seeks to enhance PWHS's instructional capacity via targeted instructional areas, fostering growth mindsets and mastery learning, the establishment of an effective multi-tiered system of support for behavioral health and academics, and enhanced world language instruction.

Targeted Instructional Area

Newmann, Smith, Allensworth, and Bryk (2001) conceptualize targeted instruction as a "set of interrelated programs for students and staff that are guided by a common framework for curriculum, instruction, assessment, and learning climate that are pursued over a sustained period." (p. 297), and they contend that this aspect of instructional capacity improves student achievement by helping teachers work more effectively on problems of practice situated within the school and by directly increasing student engagement and learning. A study conducted by the Chicago Annenberg Research Project (2001) asserts that schools whose improvement efforts show strong coherence around a framework or instructional program are more likely to advance and demonstrate increases in student achievement. Proviso West has reviewed data and collectively chosen one school-wide instructional area, argumentative literacy, that the school faculty will develop expertise in over the next 3-5 years.

Targeted Instructional Area		
Resources: Argument Centered Education, (Reading Apprenticeship & Fisher & Frey Close Reading for SY20) PD Ask: Argumentative Literacy Support		
SY18	**SY19**	**SY20**
• Identified School-Wide TIA: Argumentative Literacy with Critical Thinking Components • Developed Team to Create TIA Assessments & Rubrics • Chose School-Wide Powerful Practices: Grit/Growth Mindset, Gradual Release of Responsibility • 2nd cohort of Grit/Growth Mindset teachers trained with further support for 1st cohort	• Post TIA Team for on-going work • Define argumentative literacy and create student friendly version • Create rubric & BOY, MOY, and EOY assessments for SY19 • Identify argumentative literacy skills to be taught each semester per grade level • Develop department-specific strategies for developing argumentative literacy skills • Provide cohort of teachers with direct coaching in creating argument-based rubrics, assessments and unit plans • Leverage 1st and 2nd Grit/Growth Mindset cohorts to develop professional development for other interested teachers • Expand to 3rd Grit/Growth Mindset cohort of teachers	• Develop first Arg Literacy cohorts' capacity in Gradual Release of Responsibility, the 2nd powerful practice • Provide second cohort of teachers with direct coaching in creating argument-based rubrics, assessments and unit plans • Expand to 4th Grit/Growth Mindset teaching cohort • Leverage first Arg Lit cohort to develop professional development for interested teachers • Leverage 1st, 2nd & 3rd Grit/Growth Mindset cohorts to develop professional development for other interested teachers

Figure 7. Strategic Plan for Targeted Instructional Area

Mastery-Based Learning

In Guskey's article, Closing Achievement Gaps: Revisiting Benjamin S. Bloom's "Learning for Mastery", the author harkens back to Benjamin Bloom's body of work that suggested that teachers should increase variation in their instructional practices to attain better academic results within a classroom. In addition, Bloom argued that teachers should "use their classroom assessments as learning tools, both to provide students with feedback on their learning progress and to guide the correction of learning errors." (p. 11) This translates into teachers shifting from focusing on summative assessments to evaluate learning at the end of the unit to frequently leveraging formative assessment tools to diagnose small group and individual learning gaps and revise instruction to remediate those gaps.

In mastery learning, teachers must first organize the curriculum into weekly or biweekly measurable learning objectives, administer short formative assessments based on those objectives, and provide feedback and adjusted instruction based on the results of those assessments. This helps students identify what they have learned and what they still need to work on to master the weekly/biweekly objectives. This approach, coupled with implementation of a comprehensive multi-tiered system for academic support will transform

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teaching and learning at PWHS to ensure that all students engage in rigorous, standards-based learning with

the scaffolding needed to attain mastery and mitigate failure.

Mastery-Based Learning		
Resources: Proviso East & Solution Tree		
SY18	**SY19**	**SY20**

• Identified 7-10 Pilot Teachers for SY18-19	• Identify course team leads (ideal if these are pilot teachers)
	• Introduce facilitation skills and expectations
	• Expectations of summer project work
	    o Identify essential standards for each core course team
	    o Develop common unit assessments for each core course that aligns to essential standards
	• Identify common weekly formative assessments that align to common unit assessments that align to identified essential standards
		• Develop first MBL cohorts' capacity to shift their grading practices to align with mastery-based learning best practice
		• Provide second cohort of teachers (9th grade teachers) with professional development to implement MBL
		• Leverage first MBL cohort to develop professional development for interested teachers

Figure 8. Strategic Plan for Mastery-Based Learning

Multi-Tiered System of Supports (MTSS)

Bryk and colleagues (2010) and the UIC logic model (Figure 2) describe student-centered learning

climate as the sense of order and safety in a school, high staff-expectations for student outcomes, and this is

the conceptualization of the learning climate adopted in our approach, because it allows for flexibility and

multiple methods of improving learning climate. Based on data from the 2016 *My Voice, My School* Survey

students indicated a pervasive sense of a lack of safety at Proviso West. Research has established links

between students' sense of safety and attendance and correlation between attendance and academic

outcomes (Bryk, et al., 2010).

According to the Madison Metropolitan School District, Multi-tiered System of Supports (MTSS)

Summary Guidance document and the Response to Intervention: Parents' Guide, MTSS is the combination of

evidence-based instruction, interventions and assessments used to address a range of academic and

behavioral needs. Academic performance rates and behavioral monitoring are used to make instructional

decisions for all learners (Pg. 1). Tier 1 is typically characterized as 80-90% of students or (all students), of the

general population, receiving high quality core instruction that is research based. Tier 2 is typically

characterized as 5-15% of students (some students). Instruction is taught from a smaller group approach,

using additional time, evidence-based interventions with regular (bi-weekly for example) progress monitoring

to determine if needs are being met. Tier 3 is typically characterized as intense interventions utilized by 1-5% of the students (few students). These students have not responded to tier 1 and Tier 2 interventions and behavioral supports and therefore require close monitoring for curriculum adjustments/behavioral intervention. Student progress is monitored more closely and intensity, frequency, duration of support and student-teacher ratio adjusts as students move through the tiers. Tier 3 is not special education. Finally, while academic prevention primarily focuses on intervention for Reading and Math, in support of teaching a whole school, nonviolent problem resolution, it should be noted that angry and aggressive students get into a fight because "the students did not have the knowledge or skills to prevent it" (Larson, 2008). MTSS combines both the academic and behavioral demands of learning.

MTSS: Academics	
Resources: Solution Tree , Targeting Behavior and Academic Interventions **PD:** RtI at Work & Mastery Based Learning – Solution Tree	
SY18 *Academic Supports - Jeremiah* • Hired Academic Interventionist • District developed ELOS schedule • Attended RtI training	**SY19** *Academic Supports - Jeremiah* • Course team leads develop essential standards • Develop culture of collective responsibility • Develop and publish ELOS schedule • Develop capacity of Academic Interventionist to leverage software such as Renaissance STAR, EdGenuity, Mastery Connect, Achieve 3000, **Write to Learn** (maybe) for academic interventions • Academic Interventionist develops capacity of department chairs and course team leads to utilize software • Develop and implement team-teaching assessing cycle • Develop TAs' and co-taught teams' capacity to implement formative-assessment based, small group guided practice

MTSS: Behavioral Health		
Resources: Solution Tree RtI at Work, Lurie's Center for Childhood Resilience, Safe & Civil Schools, NAMI, Pillars, Brightbytes **PD**: Think First follow up and CBITS training, all clinicians.		
SY18 *Behavioral Health – Holland & Montoto*	**SY19** *Behavioral Health – New AP, Holland & Vega*	**SY20** *Behavioral Health – New AP, Holland & Vega*
• Partnered with Lurie's Center for Childhood Resistance to Develop Behavioral Health Team • Developed Referral for Assistance Process • Trained Staff to Recognize Symptoms of Trauma • Trained Clinicians in Think First • Identified External Partners	• Advertise for Behavioral Health Lead and get approval for 6th assignment • Plan CBITS training and pilots • Continue to develop external partnerships including Pillars & Presence Behavioral Health • Train set of staff on Check In/Check Out strategy • Train staff on Mental Health 1st Aide • Continue to collaborate with programs with strong SEL/Behavioral health models such as Lurie's Center Childhood Resistance • Identify additional training opportunities for Clinicians • Establish a student self-referral process • Create student **self-referral** process	• Continue to develop external partnerships • Train staff on identified Tier 2 & 3 supports • Identify trainings/workshops for the community

MTSS: Behavioral Health/PBIS	
Resources: Safe & Civil Schools, Discipline in the Secondary Classroom **PD Asks**: PBIS Conference	
SY18	**SY19**
• Trained faculty in Tier One Climate Framework: Discipline in the Secondary Classroom (DSC) • Following Up on DSC Training with DSC Book Study in Grade Levels • Developed hall sweep process • Implemented Keep the Peace Conflict Resolution Protocol to Support a Restorative Approach to Discipline • Implemented morning uniform and ID check entry procedure	• **Tier One Climate Supports** 　• Partner with MacArthur re: SEL supports for incoming 9th grade males 　• Identify partners to facilitate peace circles and other restorative strategies 　• Discipline in the Secondary Classroom 　　○ Offer PD every week to continue book study 　　○ Develop grade level expectations 　　○ Develop school-wide expectations and use graphic designer to create signage throughout building 　• Develop Positive Behavioral Interventions and Supports 　　○ Develop PBIS Team 　　○ Create logistics for Panther Bucks & Panther Store 　　○ Create Student Advisory Group 　　○ Identify professional development

Figure 9. Strategic Plan for Implementing MTSS

World Languages

Presently, Proviso Township High Schools District 209 supports the linguistic and academic

achievement of ELs through the utilization of a Transitional Bilingual Education program. A Transitional

Bilingual Education program is defined by Roberts (1995) as:

> Transitional bilingual education provides content area support in the native language while teaching the student English. Initially, the learner is taught content classes in the native language, is taught English as a Second Language, and may also take music, P.E., art, and similar classes in English, partly because these classes require less language proficiency and also because it is important that the learner know English speaking students (for language and social development (p. 374).

As the definition suggests, the purpose of such a program is for content area support and not as an

instructional model. However, as Roberts (1995) acknowledges a Transitional Bilingual Education underlying

goal is for "assimilationist, and the outcome is generally subtractive bilingualism" (p. 374). Therefore, as a

school district we are missing the opportunity that, "Their home language development can be a critical asset

for developing proficiency in both that language and in English" (Williams, p. 3, 2014). Thus, diminishing any

educational and career advantage we could foster for our students. "These are grave consequences for racial-

minority students, who already face major structural challenges and reduced educational opportunities"

(Skiba, Artiles, Kozleski, Losen, & Harry, 2016).

The Transitional Bilingual Education program currently is delivered in bilingual and sheltered courses

that are coded, appropriately, as self-contained by state reporting purposes. Such isolation from peers creates

deficits as Collier and Thomas (2004) indicate:

> If students are isolated from the curricular mainstream for many years, they are likely to lose ground to
> those in the instructional mainstream, who are constantly pushing ahead. To catch up to their peers,
> students below grade level must make more than one year's progress every year to eventually close
> the gap. (p. 2)

Providing a meaningful and research-based approach to supporting the learning of our students would impact

the school life, attainment of high school graduation, and future opportunities for our bilingual and EL

students in all our district schools. Additionally, our newcomers do not have a pathway to learn the English

language and how to navigate our schools and culture.

World Languages		
Resources: World Languages White Paper		
SY18	SY19	SY20
• Curriculum writing (goal of 3 of 5 classes written, 1 bilingual course complete) • Staffing: Full EL/Bilingual Staffing • Co-teaching in Algebra I • Incorporate EL/Bilingual strategies in year-long PD	• Curriculum writing (all 5 classes and new Strategic courses completed) • Co-teaching: Strategic Math, Strategic Reading, Algebra 1, Chem) • Spanish pathways: Partnerships with Foundation schools • Professional Development: assessment of EL students, Strategies and Methods district module, Foundations of Language, ELLEVATION	• Curriculum writing (content bilingual and sheltered courses) • PD: ELLEVATION, cross-cultural education, assessment data • Co-teaching: Strategic Math, Strategic Reading, US History, Chem, Algebra • Spanish Pathways: Realign curriculum to meet students' L1 and L2 needs • Continuously improve Foundation Spanish assessment • Explore 8th Grade Spanish course • Increase number of non-EL and newcomers into Bilingual coursework

Figure 10. Strategic Plan for World Languages

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