GOAL 1: STUDENT GROWTH & ACHIEVEMENT

PROVIDE A COMPREHENSIVE, INNOVATIVE EDUCATION FOR EVERY STUDENT TO ENSURE ALL STUDENTS GROW AND ACHIEVE.

GOAL METRICS

		DATA
GRADUATION RATE	Percentage of students meeting graduation requirements in four years.	Baseline: 95.1% Target: 98%
AP/DUAL CREDIT PARTICIPATION	The percentage of 9-12 students participating in Advanced Placement and/or Dual Credit Coursework.	Baseline: 52.7% Target: 55%
SAT PERFORMANCE IN ENGLISH LANGUAGE ARTS	Percentage of grade 11 students with a minimum SAT subject score of 540 in Evidence-Based Reading and Writing.	Baseline: 49.4% Target: 60%
SAT PERFORMANCE IN MATHMATICS	Percentage of grade 11 students with a minimum SAT subject score of 540 in Mathematics.	Baseline: 53.1% Target: 64%
ELIMINATING THE ACHIEVEMENT GAP – ELA	Percentage of 11th grade students in under supported groups who are proficient on the EBRW section of the SAT and compares to the percentage of proficient 11th grade students in traditionally supported groups.	Baseline: 32.1% Target: 27%
ELIMINATING THE ACHIEVEMENT GAP – MATH	Percentage of 11th grade students in under supported groups who are proficient on the Math section of the SAT and compares to the percentage of proficient 11th grade students in traditionally supported groups.	Baseline: 35.2% Target: 30%
ELIMINATING THE OPPORTUNITY GAP	Reports the percentage of students in under supported groups enrolled in AP and/or Dual Credit courses their Junior and Senior year and compares to the percentage of students enrolled in AP and/or Dual Credit courses from traditionally supported groups.	Baseline: 22.1% Target: 15%
GRADE POINT AVERAGE	Percentage of grade 9-12 students with a cumulative Grade Point Average of 2.8 or higher on a 4.0 scale, which assesses whether the student meets the objectives and expectations.	Baseline: 78.3% Target: 79%

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STRATEGY 1	STRATEGY 2	STRATEGY 3
*Deliver a **guaranteed, viable, and rigorous curriculum** for all students.*	*Provide **engaging and equitable instructional learning experiences** for all students aligned to the district's vision.*	*Bring **consistencies to assessments and feedback processes** supported by research and student/staff voice.*

• Review District Curriculum focusing on:
  ○ Priority Skills & Standards
  ○ Illinois Standards and Mandates
  ○ Articulated Success Criteria
  ○ Skill-Based Rubrics
  ○ Common Formative & Summative Assessments
  ○ SAT Alignment (Literacy, Numeracy)
  ○ SEL Competencies
  ○ Culturally Responsive Pedagogy
• Align course outcomes to Graduate Portrait.
• Publish unit outcomes for students & parents.
• Embed engaging and relevant student activities in the updated curriculum.
• Incorporate student voice in course offerings.
• Develop career pathways leading to post-high school success.
	• Apply the equity lens to course options which ensures equity and access to learning content.
	• Remove barriers to guarantee access for all students.
	• Seek ways to increase student voice and engagement in learning.
	• Increase representation and support of diverse learners in all instructional areas.
	  ○ Engage Equal Opportunity Schools as a partner to identify and promote students who demonstrate readiness and interest in advanced coursework.
	• Increase teacher voice and engagement in developing equitable and engaging learning experiences.
	• Implement career pathways.
		• Ensure formative and summative assessments are aligned to unit outcomes and ensure equity and access for all students.
		• Use PSAT 9, PSAT 10, and SAT growth to inform instruction.
		• Review District Curriculum focusing on:
		  ○ Know the learning target for a lesson.
		  ○ Can describe where they are in relation to the success criteria.
		  ○ Use that information to select the learning strategies to improve their work.
		• Assess grading practices across and within divisions to ensure assessments measure learning.

Goal Metrics

Graduation Rate, Advanced Placement/Dual Credit Participation, SAT ELA and Math Performance, Eliminating the Achievement Gap on SAT ELA and Math, Eliminating the Opportunity Gap (EOS AP and Dual Credit), Grade Point Average

DATA DASHBOARD

GOAL 1: STUDENT GROWTH & ACHIEVEMENT

PROVIDE A COMPREHENSIVE, INNOVATIVE EDUCATION FOR EVERY STUDENT TO ENSURE ALL STUDENTS GROW AND ACHIEVE.

Goal Champion: Scott Eggerding, Director of Curriculum and Instruction

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Goal Statement:

Provide a comprehensive, innovative education for every student to ensure all students grow and achieve.

Strategies

- Deliver a guaranteed, viable, and rigorous curriculum for all students.

- Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.

- Bring consistencies to assessments and feedback processes supported by research and student/staff voice.

District Scorecard Goal Metrics

- Graduation Rate

- Advanced Placement/Dual Credit Participation

- SAT ELA and Math Performance Eliminating the Achievement Gap on SAT ELA and Math

- Eliminating the Opportunity Gap (AP and Dual Credit)

- Grade Point Average

GOAL 1: History/Rationale for Critical Improvement

The ultimate business of a school is teaching and learning. And while many supports, programs, partnerships and facilities are necessary to meet the needs of all students and programs, a school is ultimately judged by how well students learn and whether they are prepared for the next step in their learning. Our Vision, "all students graduate prepared for life, career and college success," makes the strategies for Goal One essential.

Strategy	Why this Issue Became a Critical Strategy
Deliver a guaranteed, viable, and rigorous curriculum for all students.	In a large comprehensive high school with over 300 courses or versions of courses, it is imperative that the courses are aligned to standards, can be covered in the time allotted, and prepare students for either the next course in a sequence or a college/career expectation.
Provide engaging and equitable instructional learning experiences for all students aligned to the district's vision.	Students should expect to have engaging programs, aligned to their goals and interests, that will prepare them for life, career and college success. Likewise, every student has a right to access curriculum regardless of race, color, creed, national origin, disability or gender. Based on our surveys of the community and a review of performance data, we need to be deliberate in finding ways to place students in courses that are appropriate for their learning needs and aligned to future goals.
Bring consistencies to assessments and feedback processes supported by research and student/staff voice.	Students need feedback to know whether they are learning and to what degree they are meeting the expectations of a course. Grading practices need to be clear and fair. Assessments should not vary among teachers of the same course and students should be able to know where they stand based on the feedback provided. Changes to grading during the pandemic and subsequent feedback has led to greater consistency in grading. Data from standardized tests also needs to be used to inform learning.

GOAL 1: Strategy and Related Success Measures

By June 2023

- Complete review of Freshman English, Algebra, Biology, PE, and World History Course Curriculum.
- Complete Year 2 of partnership with Equal Opportunity Schools in order to increase representation in AP courses.
- Share grading implementation team suggestions with the Principal's Student Advisory Council.
- Implement co-teaching in freshman year core courses.
- Analyze EOS survey results to ensure student voice in course selection.
- Review rigorous expectations and engaging instruction data from Panorama survey.
- Increase the number of staff who have been trained in SIOP diverse learner strategies.

By June 2024

- Review Sophomore Curriculum
- Publish updated unit plans for Core Freshman Curriculum.
- Investigate Career Pathways.
- Study the impact of ability levels on student achievement.
- Conduct gradebook audits for all courses to ensure alignment to course outcomes.
- Inform parents about standardized assessment results and research ways to improve how they can support student learning at home. (Access, MAP, SAT)
- Support students as they transition to digital PSAT/SAT testing.
- Add a day into new teacher training about teaching diverse learners.
- Develop a vision for using instructional coaches to innovate teaching and learning.
- Expand co-teaching to sophomore year core courses.

By June 2025

- Review Junior Core Curriculum.
- Develop Career Pathways.
- Publish updated unit plans for Core Sophomore Curriculum.
- Consider the impact of levels on students' performance.
- Create a data dashboard that is easy to understand and navigate for teachers to view and understand student assessment data.
- Increase the participation of students in SAT prep courses.
- Expand co-teaching to junior year core courses.

By June 2026

- Review Senior Core Curriculum.
- Publish updated unit plans for Core Junior Curriculum.
- Incorporate common assessments into Mastery Manager so district level data can be utilized to measure growth.
- Staff training on accessing and interpreting student standardized assessment results (new SAT).
- Implement Career Pathways.
- Expand co-teaching to senior year core courses.

GOAL 1: Strategy Actions for 2022-2023
Strategy 1

Investigating	Developing	Implementing
Career Pathways (overall)	Career Pathways (Perkins) Increase the number of staff who have been trained in SIOP diverse learner strategies.	Review Freshman Core Curriculum.

GOAL 1: Strategy Actions for 2022-2023
Strategy 2

Investigating	Developing	Implementing
Review rigorous expectations and engaging instruction data from Panorama survey.	Utilize EOS survey results to ensure student voice in course selection.	Engage Equal Opportunity Schools to increase representation in AP courses (by how much?)

GOAL 1: Strategy Actions for 2022-2023
Strategy 3

Investigating	Developing	Implementing
Develop a process approach to use data to inform instruction.	Develop a process approach to using yearly PSAT/SAT data to improve instruction and student learning.	Share grading implementation team suggestions with the Principal's advisory council.