Emil G Hirsch Metropolitan High School

South Side High School Network

7740 S Ingleside Ave Chicago, IL 60619

ISBE ID: 150162990250019

School ID: 609712

Oracle ID: 47031

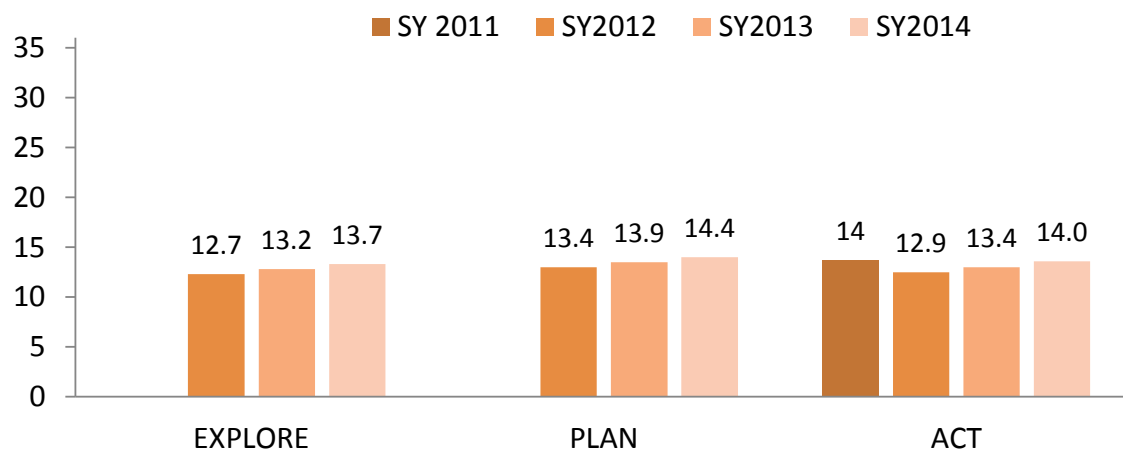CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

Hirsch's mission is to prepare all students including students with disabilities for post secondary success through the implementation of academically rigorous common core alignerd curricular in reading, math, English and science; student and parent engagement and involvement in the school's overall performance in regards to attendance, academic status and school climate ; data-driven decisions to inform instructional practice; and providing a safe school climate parent involvement.
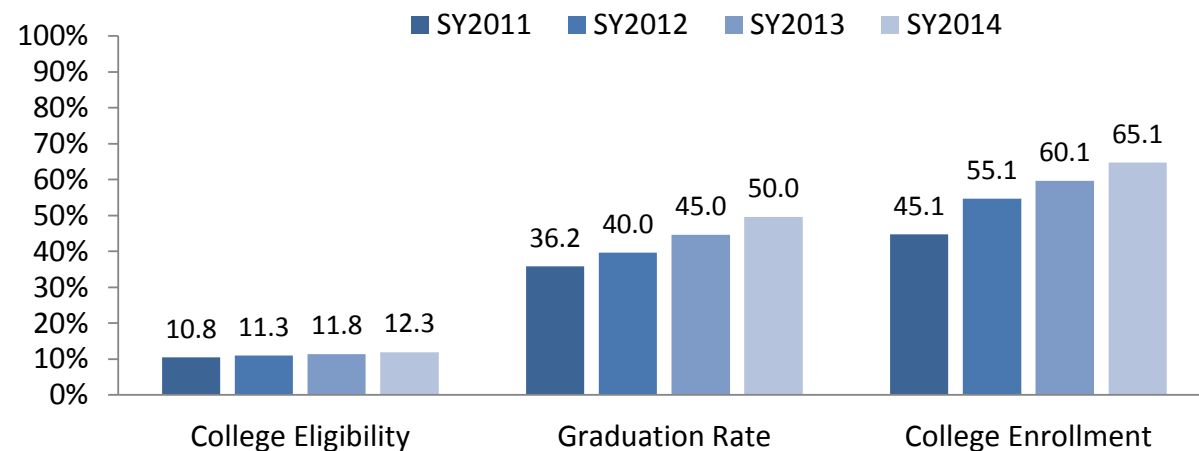
Strategic Priorities

1. Common Core Curriculum Mapping: To ensure that each area of instruction is embedded with the Common Core Curriculum Standards.

2. Building Teacher Capacity/Instructional: To provide teachers with on-going professional development.

3. Effective Attendance Improvement Plan: To ensure that students will achieve success by being in attendance at least 85% of instructional time.

4. Climate and Culture: To provide a safe and welcomeing learning environment to promote student achievement.

School Performance Goals

EPAS Goals

SY 2011 · SY2012 · SY2013 · SY2014

	EXPLORE	PLAN	ACT
SY 2011			14
SY2012	12.7	13.4	12.9
SY2013	13.2	13.9	13.4
SY2014	13.7	14.4	14.0

12th Grade & Graduation Goals

SY2011 · SY2012 · SY2013 · SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	10.8	36.2	45.1
SY2012	11.3	40.0	55.1
SY2013	11.8	45.0	60.1
SY2014	12.3	50.0	65.1

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

Overview

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

School Name

To get started, please select your school's name from the drop down list:	Emil G Hirsch Metropolitan High School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Dr. Joyce P. Cooper	Principal
Jacqueline Morris	Assistant Principal
Scott Hemmer	Other
Alea Allen	Classroom Teacher
Richard Niebaum	Classroom Teacher
Nicole Brown-Vinci	Special Education Faculty
Willie Short	Classroom Teacher
LaVonna Williams	Other
Jacob Dykstra	Classroom Teacher
Gwendolyn Thompson	Support Staff
Angela Patterson	Counselor/Case Manager
Patricia Cathey	Classroom Teacher

CIWP

2012-2014 Continuous Improvement Work Plan

Emil G Hirsch Metropolitan High School

High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		12.2	12.7	13.2	13.7
10th Grade - PLAN Average PLAN score		12.9	13.4	13.9	14.4
11th Grade - ACT Average ACT score	14.1	12.4	12.9	13.4	14.0

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	10.8	11.3	11.8	12.3
5-Year Graduation Rate % of students who have graduated within 5 years	36.2	40.0	45.0	50.0
College Enrollment % of graduates enrolled in college	45.1	55.1	60.1	65.1

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.2	1.2
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	0.0	0.1

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	84.8	85%	86%	87%
Freshman On-Track % of Freshman Students on-track	69.5	85%	86%	87%

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	47.1	40%	35%	30%
Sophomore On-Track % of Sophomore students on track	67.0	85%	86%	87%

High School Goal Setting

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

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	12.7	14.10	15.50	16.00	**PSAE Reading** % of students exceeding state standards	0.0	1.00	2.00	3.00
PSAE Mathematics % of students meeting or exceeding state standards	4.7	5.20	5.70	6.20	**PSAE Mathematics** % of students exceeding state standards	0.0	1.00	2.00	3.00
PSAE Science % of students meeting or exceeding state standards	4.7	5.20	5.70	6.20	**PSAE Science** % of students exceeding state standards	0.0	1.00	2.00	3.00

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	-->		**2**
DIMENSION 1: Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	*The school has a plan but has too many competing priorities. *The school has set goals, however, these goals have not been formally placed in the context of a theory of action.	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	*The school has a college readiness vision. *External involvement is somewhat sporadic. *Professiosnal learning is tightly linked to what happens in teacher team meetings. *Principal does monitor instructional practice for teacher evaluations.	

School Effectiveness Framework

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

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

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	*Historically, the school had a very effective and active ILT. *However, competing priorities have superceded and have impeded their practices.	
Monitoring and adjusting	-->		**4**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	*The school is data driven.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	*Short and long term plans include the necessary supports to ensure that students with disabilities are able to gain core content knowledge and skills. *Grade and course level teams develop and uses common units of instruction aligned to the standards. *The school is in the process of developing a year-long scope and sequence that maps out common core standards.	
	Instructional materials	--->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	*Core instructional materials are available, however, the school is in the process of creating new curriculum which will require new materials.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Emil G Hirsch Metropolitan High School

CHICAGO
PUBLIC
SCHOOLS | CPS

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	*Data is organized and available to all who need it after assessments have been administered. *Grade level/course teams use assessments for screening diagnostic and benchmarks to monitor student learning on a regular basis. *Assessments are aligned with the standards. *Assessments do not adequately provide a complete picture of student learning. *Accommodations and modifications are not in place to ensure the approriate assessment of students with disabilities.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	*Teachers use low- and high-level questioning (i.e., Blooms Taxonomy) that promotes students' thinking and understanding. *Teachers align common core standards and college readiness standards to build a deep understanding and mastery of skills.	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	*The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. * The school has a systematic approach to administering diagnostic assessments to identify particular skill gaps. *Interventions are monitored by the ILT, teacher team and individual teacher level so adjustments can be made.	
Whole staff professional development	-->		**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	*The school has a year-long, focused plan for whole staff professional development aligned to school wide priorities and growth goals. (i.e. Core Curriculum) *The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration) *School-wide structures ensure that professional development is ongoing, job-embedded and relevant (i.e. teach like a champion)	

Professional Learning

School Effectiveness Framework

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

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

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* -->			**2**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	*Coaching typically takes place though informal associations oris only focused on a smaller group of teachers. *New teachers are provided with effective induction support. *Students have the opportunity for authentic leadership and voice (i.e., AVID Club and student government).	
	Relationships -->			**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	*Some students form bonds with adult advocates. *Students with disabilities are engaged in the school community, including both physical and social integration.	
	Behavior& Safety -->			**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	*The school has established school wide norms for behavioral intervention. However, we are working to be more consistent with the interventions.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement				
Expectations		-->		**2**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	*Principal provides information to families on school performance in response to parent requests. *Teachers provide information to familites on their grading system, but families may be unclear on what successfully meeting the standard would look like.	
Ongoing communication		-->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	*Communicationto families is typically conducted during report card pick-up and in cases of behavior/academic concerns.	
Bonding		-->		**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	*School staff provdes opportunities for familes and community members to participate in authentic and engaging activites in the school community-like student performances, exhibitions, literacy or math events, etc. *The principal leads the work to empower and motivate families and community to become engaged.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	*School staff conducts outreach to families in need of specialized support through home vists and collaboration with social services agencies (A Know at Midnight and Family Focus).	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	*For students enrolled in specified programs (i.e. Law and Public Safety Academy, AVID, Upward Bound, and JROTC) the school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	*The school encourages high performing students to planon taking advanced courses. *The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barries to access.	
Enrichment & Extracurricular Engagement	-->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	*The school ensures exposure to a range of extracurricular and enrighment opportunities that build leadership, nurture talents and interests, and increase engagement (i.e., drama, athletic programs, book club, Family Focus, and After School Matters).	

Row label (vertical): **6: College and Career Readiness Supports**

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	-->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	*The school provides opportunities for preparation, participation, and performance in college and carrer assessments (i.e., Revolutionary Prep, Catapult, Test Prep Seminar, and PSAE.)	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	*The school provides students and families with comprehensive information about college options and costs. *Students in specified programs have an early and ongoing understanding of the college and career application and adminission processes, including information on financial aid and and scholarship eligilbility.	
	Transitions	-->		**2**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	*Transitions between key grades provide families with the required paperwork/information.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	*School allocates discretionary spending to align withidentified needs and strategic priorities. *School actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	*Hiring is conducted after a vacancy or expected vacancy is identified. *Applicants have little to no prior connection to the school. *An interview process includes an interview with the principal and team from the school and a classroom lesson demonstration to assess expertise in content area, philosophy and dedication.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	*Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. *The school schedule allows for regular, meaningful collaboration in teacher teams.	

Date Stamp November 22, 2012

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

Hirsch's mission is to prepare all students including students with disabilities for post secondary success through the implementation of academically rigorous common core alignerd curricular in reading, math, English and science; student and parent engagement and involvement in the school's overall performance in regards to attendance, academic status and school climate ; data-driven decisions to inform instructional practice; and providing a safe school climate parent involvement.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Common Core Curriculum Mapping: To ensure that each area of instruction is embedded with the Common Core Curriculum Standards.	Hirsch Curriculum Team designed a Curriculum Mapping Template in the Summer 2011 and began the process of constructing curriculum maps for reading, math, science and English for 9-12 grade courses. In June 2012 the Curriculum Team resumed the Curriculum Mapping process for each core subject area. The Curriculum team will continue the CM project through the Summer of 2012. The purpose of the Curriculum Mapping project is to develop curriculum maps for the first semester of the 2012-2013 school and to ensure that Hirsch students are provided a rigorous curriculum aligned to the CCSS which should better prepare them to perform favorably on summative assessments.
2	Building Teacher Capacity/Instructional: To provide teachers with on-going professional development.	It is necessary to provide teachers with on-going professional development which will guide them in developing clear instructional expectations for students as outlined by the REACH Students evaluation system. Through peer-walks, peer-mentoring and coaching teachers will be encouraged to enhance and build on their instructional practice.
3	Effective Attendance Improvement Plan: To ensure that students will achieve success by being in attendance at least 85% of instructional time.	Research shows a direct correlation between attendance and student academic performance, an attendance incentive program will be implemented to drive attendance upward. To encourage first period prompt arrivals to school, incentives will be awarded to students and teacher recognition will also be highlighted. Additionally, incentives will be extended to those students who meet the daily attendance goal in all classes.

4	Climate and Culture: To provide a safe and welcomeing learning environment to promote student achievement.	Research shows that students perform better in schools where they feel safe, consequently, security personnel is strategically placed throughout the building to ensure safety in the hallways. In addition an In-School Suspension program operates as a deterrance for hall-walkers for minor acts of misconduct.
5	Optional	

Strategic Priority 1

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

Strategic Priority Description	Rationale
Common Core Curriculum Mapping: To ensure that each area of instruction is embedded with the Common Core Curriculum Standards.	Hirsch Curriculum Team designed a Curriculum Mapping Template in the Summer 2011 and began the process of constructing curriculum maps for reading, math, science and English for 9-12 grade courses. In June 2012 the Curriculum Team resumed the Curriculum Mapping process for each core subject area. The Curriculum team will continue the CM project through the Summer of 2012. The purpose of the Curriculum Mapping

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1) All Hirsch teachers will participate in Common Core Curriculum mapping. This process will be monitored on a continuum through the submission of semester maps and lesson plans.	Instruction	All	Instructional Leadership Team as well as all teachers	Summer 2012	On-going	On-Track	Core Curriculum Mapping has already begun, however we will complete semester one core curriculum map for all core currululum content areas
2) Instructinal materials will be selected and purchased that are aligned with core curriculum standards.	Instruction	All	Principal will approve the purchase of selected materaisl by teachers	Summer 2012	Summer 2012	On-Track	Solicit feedback from teachers on the effectiveness of the new instructional materials
3) Core Curriculum Mapping began June 2012 and will continue through July, 2012. The goal is to complete first semester curriculum maps in reading, math, science and English.	Instruction	All	Teachers	Summer 2012	Summer 2012	On-Track	Implementation and monitoring for the first semester common core curriculum maps in reading/social studies, math, science and English for all grade levels
4) First semester of the common core curriculum for each core content area will be completed by the end of the summer, however we will continue to work on curriculum mapping throughout the school year.	Instruction	All	Teachers	Summer 2012	Summer 2012	On-Track	Through oeer observations it will be determined the degree to which Implementation of first semester common core curriculum maps in reading/social studies, math, science and English are being executed.
5) The second semester common core curriculum maps will be developed by November 2012 for the second semester of 2013.	Instruction	All	Teachers	Quarter 1	Quarter 2	On-Track	Curriculum team will assess of the outcomes of first semester maps and begin the process of constructing the second semester maps.

Strategic Priority 1

Strategic Priority 2

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

Strategic Priority Description	Rationale
Building Teacher Capacity/Instructional: To provide teachers with on-going professional development.	It is necessary to provide teachers with on-going professional development which will guide them in developing clear instructional expectations for students as outlined by the REACH Students evaluation system. Through peer-walks, peer-mentoring and coaching teachers will be encouraged to enhance and build on their instructional practice.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1) Institute the practice of teacher mentors and teacher coaches for new teachers as well as teachers in need of instructional support.	ILT/ Teacher Teams	All	ILT and trained mentor teachers	Summer 2012	On-going	On-Track	Teachers with excellent ratings will be trained to mentor or coach new teachers or teachers in need of additional support and this process will be on-going. Teacher's growth will be monitored through student performance on formal and informal assessments
2) Select teachers with excellent or higher ratings to serve as mentors/coaches in August 2012.	ILT/ Teacher Teams	All	Principal and Assistant Principal	Quarter 1	Quarter 1	On-Track	Assign mentors/coaches to new teachers or teachers needing support by September 2012. Monitor the effectivenss of the mentoring and coaching process through teacher feedback sessions or teacher survey. Additionally, monitor the effectiveness of the mentoring and coaching process through teacher feedback sessions and /or teacher surveys.
3) Allocated funding to support professional development opportunities for teachers and mentors/coaches.	Other	All	Principal	Quarter 1	Quarter 4	On-Track	Survey teacher responses to the quality of the professional development programs attended on building their teacher capacity.
4) Lead a workshop of the REACH Students new teacher evaluation system.	Other	All	Principal, Assistant Principal and Sceduler	Quarter 1	On-going	On-Track	Solicit feedback from teachers about the four domains of the REACH Students new teacher evaluation program.

Strategic Priority 2

Strategic Priority 3

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

Strategic Priority Description	Rationale
Effective Attendance Improvement Plan: To ensure that students will achieve success by being in attendance at least 85% of instructional time.	Research shows a direct correlation between attendance and student academic performance, an attendance incentive program will be implemented to drive attendance upward. To encourage first period prompt arrivals to school, incentives will be awarded to students and teacher recognition will also be highlighted. Additionally, incentives will be extended to those students who meet the daily attendance goal in all classes.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1) Hirsch will attain at least 85% student attendance	Other	All	Attendance Coordinator	Quarter 1	Quarter 4	On-Track	Attendance Incentives for the 2013 school year include: 1) Weekly First Period Perfect Attendance Awards- A Whole Class Attendance Awards Program, 2) Hirsch Attendance Tokens Programs - Students Earn Tokens for 90% Attendance Rate to Purchase IPAD, IPOD, Other School Paraphanelia, 3) Teacher Qarterly Attendance Award and 4) Teacher Classroom Attendance Award
2) Implement First Period Prompt Arrivals to School incentive program.	Other	All	Assistant Principal	Quarter 1	Quarter 4	On-Track	Compile a report of students meeting the attendance goal and distribute the incentives every five weeks/Progress Report time.
3) Hirsch Weekly Good Attendance Tokens Program	Other	All	Attendance Coordinator, Assistant Principal and Dean of School	Quarter 1	Quarter 4	On-Track	Students can redeem their tokens weekly to purchase school paraphenelia, school supplies and other items such as an IPOD, Nook, Cell phone, etc. Students can bank their tokens to buy an IPAD with perfect attendance (180 days in atteance to school and no tardies or disciplinary infractions, including cuts).
4) Faculty and Staff Attendance Incentive Program	Other	All	Assistant Principal	Quarter 1	Quarter 4	On-Track	At the five week progress period, teacher with at least 95% attendance will qualify for a drawing to be acknowledged as the Teachers of referenced time period and will get the special parking space in the Administration Parking lot for a month.

Strategic Priority 3

CIWP

2012-2014 Continuous Improvement Work Plan

Emil G Hirsch Metropolitan High School

CHICAGO PUBLIC SCHOOLS | CPS

Strategic Priority 4

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

Strategic Priority Description	Rationale
Climate and Culture: To provide a safe and welcomeing learning environment to promote student achievement.	Research shows that students perform better in schools where they feel safe, consequently, security personnel is strategically placed throughout the building to ensure safety in the hallways. In addition an In-School Suspension program operates as a deterrance for hall-walkers for minor acts of misconduct.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1) Hirsch will reduce the number of In-School and Out-of-school Suspensions	Other	All	Dean of Students and Assistant Principal	Quarter 1	Quarter 4	Behind	Hirsch will implement a Restorative Justice lead by the Dean and the Law Program Instructor to reduce the number of OSS days for category 4-6 infractions.
2) Hirsch will increase the number of seniors qualified to a go to college	Other	All	Both Counselors and Assistant Principal	Quarter 1	Quarter 4	Behind	The Counselling department with the supervison of the Assistant Principal will offer in-house college scholarship fairs and career fairs each quarter. For examples, each quarter a post secondardy initiative will be features.

Strategic Priority 4

Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan — Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps