



**2012-2014 Continuous Improvement Work Plan**

**Hyde Park Academy High School**

South Side High School Network  
6220 S Stony Island Ave Chicago, IL 60637  
ISBE ID: 150162990250021  
School ID: 609713  
Oracle ID: 46171



**Mission Statement**

To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, leading to college and the world of work.

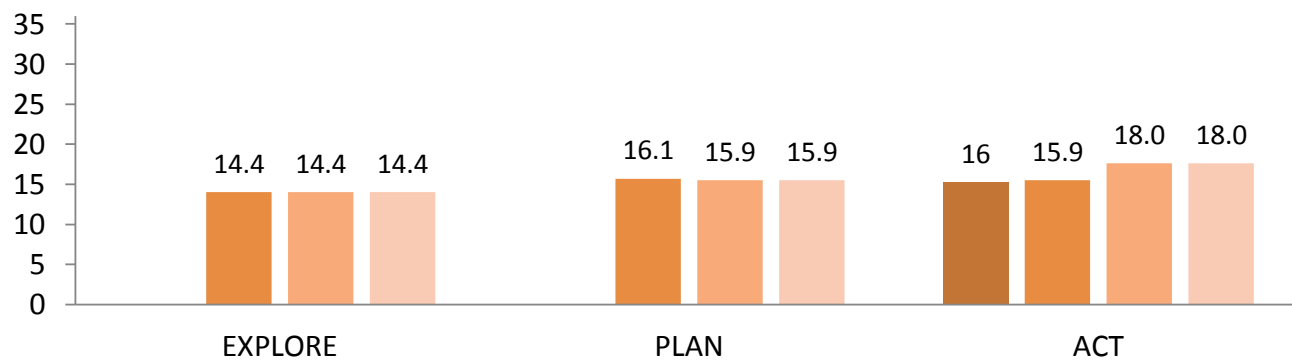
**Strategic Priorities**

1. Literacy development of reading, writing and speaking skills
2. Freshmen on Track
3. Attendance
4. MYP/ IB Strategies

**School Performance Goals**

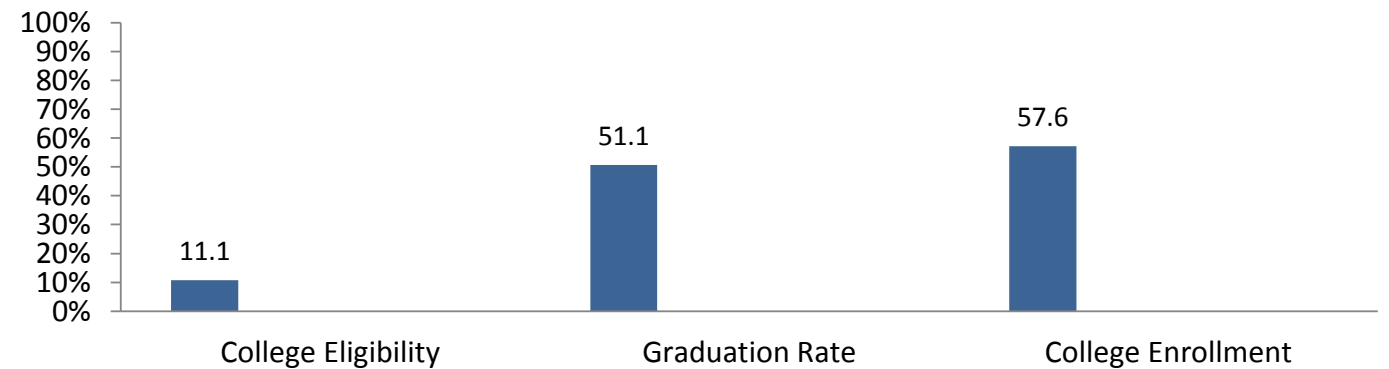
**EPAS Goals**

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



**12th Grade & Graduation Goals**

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# 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](http://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:	Hyde Park Academy High School

### Developing a CIWP Team

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

CIWP Team	
Name (Print)	Title/Relationship
Andrew Askuvich	LSC Member
Deshonda Daniels-Wright	Lead/ Resource Teacher
Daniel Mullens	Classroom Teacher
Martin Miller	Classroom Teacher
Tashara Tate	Classroom Teacher
Latonya Applewhite	Classroom Teacher
Antonio Ross	Assistant Principal
Dr. Afina Lockhart	Assistant Principal
Thomas Trotter	Principal
Richard Blackmon	Lead/ Resource Teacher
Lucy Moore	Parent/ Guardian



## 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	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		12.9	14.4	14.4	14.4	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	11.1			
10th Grade - PLAN Average PLAN score		14.6	16.1	15.9	15.9	5-Year Graduation Rate % of students who have graduated within 5 years	51.1			
11th Grade - ACT Average ACT score	15.6	13.9	15.9	18.0	18.0	College Enrollment % of graduates enrolled in college	57.6			

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.5	1.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.9	2.1

## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	70.5	80.0	82.5	85.0	Misconducts Rate of Misconducts (L4-6) per 100	18.5	12.0	10.0	8.0
Freshman On-Track % of Freshman Students on-track	63.7	80.0	82.0	85.0	Sophomore On-Track % of Sophomore students on track	49.1	80.0	82.0	85.0



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	22.2	25.0	27.0	30.0		<b>PSAE Reading</b> % of students exceeding state standards	1.2	3.0	5.0	7.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	11.0	15.0	17.5	20.0		<b>PSAE Mathematics</b> % of students exceeding state standards	0.0	1.0	2.0	3.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	10.4	15.0	18.0	20.0		<b>PSAE Science</b> % of students exceeding state standards	0.6	1.5	2.6	4.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>The school has an aggressive professional development plan to train the entire school on the MYP/IB strategies to insure instructional delivery alignment, pacing, sequencing and rigor. The team of IB trained staff led by the IB coordinator will conduct the training. this training will hone in on the important priority of MYP/IB strategies embeded with the common core training. In addition, we have a plan to develop an expansion of MYP/IB values, culture, and practices throughout all instructional and non-instructional staff and infrastructures. Further, we are focused on creating goals to develop a sustainable culture for literacy that promotes reading, writing, speaking, and listening as the core components of the</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>Principal builds grade level capacity by developing Academic Learning Centers (interdisciplinary teams) to tightly connect what occurs in teacher teams enabling teachers to communicate about common students to support teacher collaboration. The principal has established an Instructional Leadership Team the builds capacity around shared leadership, identifying a targeted instructional area, and looking closely at student work. The principal has convened all stakeholders to develop systems to remove barriers for learning. He has linked family, school and community supports to improve attendance, graduation, leading to college success.</p>	

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<b>Teacher Leadership</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to):               <ul style="list-style-type: none"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Teachers are involved in high functioning Instructional Leadership Team supporting schoolwide instructional initiatives. The team is also instrumental in making shared instructional decisions and spearheading a high quality instructional vision. Teachers also work collaboratively in Academic Learning Centers (interdisciplinary) and course teams to support student achievement.</p>	

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<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>The Instructional Leadership Team collaboratively developed the school's plan for instructional improvement and professional learning. The team also began the work to infuse the common core standards transitions for the English and math departments. The team also facilitated professional development sessions to meet teacher needs and development plans. Lastly, this team facilitates two-way communication between ILT and engages all staff in participating in decision making that advances the school's strategic focus.</p>	<b>3</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The school has implemented an assessment cycle to develop staff around data driven instruction as well as create appropriate action plans. The school also established teacher-leader meetings to create teacher accountable and develop next improvement. This also provided administration opportunities to more greatly support individual teacher development needs.</p>	<b>2</b>

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<b>Curriculum</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>The school is transitioning from the focus from the College Readiness Standards to the national Common Core Standard by development unit maps and performance practices. These maps will also include MYP/IB integrated learning strategies schoolwide. Freshman and sophomore math and English teachers are being developed to spearhead this work among their departments and course teams.</p>	
	<b>Instructional materials</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>The school plans to establish a culture of technology use for supporting literacy and learning. This will increase students' access to information literacy content. The school plans to invest in higher quality math and science materials.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>The school has established a culture of assessing students to gauge learning from a 15 day cycle to a quarterly cycle. The school is phasing into a system of requiring students to demonstrate performance tasks each semester. The school also administers summative pre- and post- assessments with student growth in mind.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>The school has established an instructional template for success where teachers focus on SMART objectives that identify student mastery. Teachers intentionally ask students open-ended high level questioning to provoke higher order thinking. Teachers are also developed around how to differentiate instructio to accomodate different learning styles.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Intervention</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>The school has planned to utilize the new academic seminar time as protected academic intervention time. Primarily, however, teachers continue to build in interventions within the classroom instruction focusing on cooperative skills-based grouping. In addition, the school has planned to reduced student-teacher ratio by hiring an additional math teacher and tutors to support student learning deficits. Further, the school also plans to purchase 2 literacy specialists to build literacy capacity throughout the building.</p>	

<b>Professional Learning</b>	<b>Whole staff professional development</b> ----->			
	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>The school has planned a strategy to infuse the MYP/IB learning strategies (learning profile) and the 5 Areas of Interaction among the entire teacher and non-teaching staff. The school has established a schedule that professionally develops teachers each week. Further, the school also customizes time for teachers to meet weekly in gradelevel meetings and course team for additional professional development.</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>4</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	Each ALC has been able to serve as interdisciplinary teams.	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	Each Academic Learning Center team has an principal who works to individually monitor teacher instructional progress and continuously develop them around high needs areas. The Literacy specialist will support all teachers around literacy strategies and monitor progress of these strategies. Each teacher will establish a personal learning plan aligned to school improvement.	

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<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>The entire staff participates in a vision and mission in motivating students towards attending college. The school has developed a system to build and maintain a college-going culture through student council, local school council leadership. The school also establishes an Open Mic-Open Mind opportunity to speak and voice their feelings, joys and concerns. Lastly, the school plans to host a monthly town hall meeting for community, family, students and other important stakeholders.</p>	
	<b>Relationships</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>All students are connected to an Academic Learning Center where each student is connected to and bonded with their gradelevel teachers, deans and counselor. All students, including students with disabilities, have equal access to administration, teacher support, staff supports and involvement in extracurricular activities. Students' cultural backgrounds are highly valued and developed to improve academic engagement.</p>	
<b>Behavior &amp; Safety</b> ----->			<b>1</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>The school's plan is to establish a nurturing and supportive approach to discipline by creating alternative....</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	The school plans to develop a newsletter, townhall meetings, and meet and greet night. The school also plans to create the Family and Community Engagement Center to improvement parental involvement, attendance, and graduation rates.	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	The administration will require teachers to communicate daily with parents regarding academic progress, student attendance and behavior expectations. The school will also identify the role families need to play in students' learning process.	
	<b>Bonding</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	By establishing the parent engagement center, the school will allow for parents to volunteer and develop a closer relationship with the school and the learning process.	

## 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
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>The administration regularly collaborates with the Department of Children and Family Services to more greatly support healthy families. The school has various mentor groups to better support families around truanancies and transition efforts.</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The school supports an annual college fair for juniors and seniors exposing them to college informationals. The COMPASS test is administered to support junior college interests.</p>	
<b>Academic Planning</b> ----->			<b>2</b>	
<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>The school offers Advanced Placement and International Baccalaureate to increase college level academic exposure. The MYP/IB program increases the level of knowledge and skill the teacher brings to instructional process. The program also increase the level of complexity of the content the students are asked to demonstrate and learn. The also help students develop skills to persist in college through the experience of the personal project and the extended essay.</p>		
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>4</b>	
<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Through our annual back to school night-the athletic students spearhead the activities for the incoming students to encourage participation.</p>		

## 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
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>The school administers practice AP and IB exams throughout the year. The interim assessments also mirror ACT exams to expose students to actual college entrance exams. All general education and special needs students are encouraged to take AP courses.</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The school facilitates several parental financial aid workshops. These are led by the counselors and college and career coach.</p>	
<b>Transitions</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>Students have a smaller learning community to support their transition between gradelevels.</p>	



**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
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	School allocates discretionary funds to support the CIWP priorities. More specifically, these funds are used to support staff that enhance student learning.	
	<b>Building a Team</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	The school assesses needs of the school community and hires based on a very rigorous and intense process.	
<b>Use of Time</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	The school will utilize the new block schedule and academic seminars to more greatly support student needs.	

## 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

To develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect, leading to college and the world of work.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Literacy development of reading, writing and speaking skills	Our students scored the lowest in reading and english language arts. By purchasing two Literacy Specialists we will be better able to serve our students who come in with low reading, writing, and speaking skills. In addition we will improve the student motivation, engagement and achievement of our students by improved professional development of teachers. The principals, literacy specialist, curriculum team including MYP/IB experts will have an important role in the planning process.
2	Freshmen on Track	Although our freshmen on track rate improved from 55% to 63% we still did not reach our goal of 65 %. Our goal is to achievement a 90% on track to graduation rate June 2013. In addition we will leverage bolder early intervetion steps to intentionally overlap our approach to monitoring absences, grades and failures on a daily and weekly basis. We will decrease math class size and include a math aide to support those students while decreasing the math failure rate.
3	Attendance	Our current attendance is 68% and our goal is 80% above. With the addition of a new <b>attendance manager with new energy and innovation</b> we intend to daily monitor those students who based on network research can negatively impact our attendance. Including the attendance manager in the ALC meetings will insure teachers and admin are aware of students who could potentially fall through the cracks, as well as allow time for communication about common students and exchange of information.

4	MYP/ IB Strategies	<p>The school has an aggressive professional development plan to train the entire school on the MYP/IB strategies to insure instructional delivery alignment, pacing, sequencing and rigor. The date of June 14<sup>th</sup> has already been decided as the introductory date for MYP/IB training. The training will include the IB learner profile as a philosophy including the values associated with the IB learner profile becoming entrenched in the schools belief system. The MYP/IB goals will aim to improve student learning through an holistic experience. increasing the level of knowledge and skill that teachers bring to the instructional process. The school will increase the level of complexity of the content that students are asked to demonstrate and learn.</p>
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
Literacy development of reading, writing and speaking skills	Our students scored the lowest in reading and english language arts. By purchasing two Literacy Specialists we will be better able to serve our students who come in with low reading, writing, and speaking skills. In addition we will improve the student motivation, engagement and achievement of our students by improved professional development of teachers. The principals, literacy specialist, curriculum team including MYP/IB

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Create a sustainable culture for literacy that promotes reading, writing, speaking and listening as the core components of the learning process.	Instruction	All	Dr. Lockhart, Assistant Principal	Summer 2012	Year 2	On-Track	Start leadership literacy engagement cycle to integrate literacy learning across curriculum
2. Develop student motivation, engagement leading to achievement	Instructional Materials	All	Literacy Coordinator and Dr. Lockhart, Assistant Principal	Summer 2012	Year 2	On-Track	Train teachers on what motivates students to engage in learning and types of literacy learning strategies
3. Design, facilitate and assess reading and writing assignments, as we examine student work.	ILT/ Teacher Teams	All	Literacy coordinator and Dr. Lockhart, Assistant Principal	Quarter 1	Year 2	On-Track	The goal is that the literacy coordinator will focus on improving the design of reading and writing assignments, including looking at grading practices in the short run.
4. Share with teachers through professional development examples of literacy rich content area assignments: while also doing away with low expectations.	Instructional Materials	All	Literacy coordinator and Dr. Lockhart, Assistant Principal	Quarter 1	Quarter 2	On-Track	Develop teacher about resistant students , struggling readers strategies and aggressively attack sentiments of low expectations.
5. Sustaining literacy development.	Instruction	All	All Admin and teacher leaders	Summer 2012	Year 2	On-Track	Sustaining momentum will require following the literacy plan and to keep the focus on improving student motivation, engagement and achievement, by ensuring there is a strong belief system prevalent.



**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
Freshmen on Track	Although our freshmen on track rate improved from 55% to 63% we still did not reach our goal of 65%. Our goal is to achievement a 90% on track to graduation rate June 2013. In addition we will leverage bolder early intervention steps to intentionally overlap our approach to monitoring absences, grades and failures on a daily and weekly basis. We will decrease math class size and include a math aide to support those students while

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Increase the number of freshman on track to graduate to 90% by June 2013.	Instruction	Other student group	Mr. Ross, Assistant Principal	Summer 2012	Quarter 4	On-Track	Improve the pass rate, particularly in math by decreasing class size as well as adding tutoring support.
2. Identify students who could potentially get off track.	Parental Involvement	Other student group	Mr. Ross, Assistant Principal	Summer 2012	Quarter 1	On-Track	Identify and monitor daily those students who could fall through the cracks. Include an adult mentor for these students. Include ways for families to connect with the school and community
3. Develop bolder monitoring systems for warning signs, absences, grades, failures, non engagement.	Other	All	Mr. Ross, Assistant Principal	Summer 2012	Quarter 1	On-Track	Including the attendance case manager and freshmen counselor in the ALC freshmen team meetings will allow for early detection of freshmen who could become off track and creation of quick intervention plan



**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
Attendance	Our current attendance is 68% and our goal is 80% above. With the addition of a new attendance manager with new energy and innovation we intend to daily monitor those students who based on network research can negatively impact our attendance. Including the attendance manager in the ALC meetings will insure teachers and admin are aware of students who could potentially fall through the cracks, as well as allow time for

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. To develop a systematic practice that improves school, community and family engagement, leading to improved attendance by 12%	Staffing	All	All Administration	On-going	Quarter 4	On-Track	By hiring a new attendance manager we believe that the <b>new energy</b> and face for those students who struggle with attendance will give them a person they can identify with, including the attendance staff of advocates and mentors to assist with family support and engagement with the school.
2. Develop Family engagement strategy entitled fast (families and school together) development of <b>family engagement room</b> for family supports home	Parental Involvement	All	All administration and parent volunteers	Summer 2012	Quarter 1	On-Track	The next steps will include the operations manager and parent LSC volunteer, decorating and providing technology resources for parent use.
3. <b>Develop Attendance office and teacher collaboration</b> through ALC team meetings to assess and monitor individual classroom attendance issues and early intervention	ILT/ Teacher Teams	Other student group	Attendance case manager and ALC principal	Quarter 1	Summer 2013	On-Track	This process will insure the teachers and attendance leaders are communicating about truant students to prevent students from becoming off track
4. Develop home visit system to invite at risk families into the school	Parental Involvement	Other student group	Attendance case manager and ALC principal	Quarter 1	Quarter 2	On-Track	The Idea is to provide the attendance case manager with at least two staff that can go out quickly and make home visits for those students who could potentially fall through the cracks.
5. Issue monthly incentives for those students who can significantly bump the attendance ( dave and busters, sporting events, etc...)	Parental Involvement	Other student group	Attendance case manager and ALC principal	Quarter 1	Summer 2012	On-Track	Identifying those students with truant behavior and reach out to the specific families and provide the incentives for improved attendance.





**Strategic Priority 3**




### 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
MYP/ IB Strategies	The school has an aggressive professional development plan to train the entire school on the MYP/IB strategies to insure instructional delivery alignment, pacing, sequencing and rigor. The date of June 14 th has already been decided as the introductory date for MYP/IB training. The training will include the IB learner profile as a philosophy including the values associated with the IB learner profile becoming entrenched in the schools belief

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Train and develop the entire school on MYP/IB mission and values	Instruction	All	Principal, Mr. Trotter	On-going	Quarter 4	On-Track	The goal is to look at exemplars in the building in our MYP/IB program and integrate those strategies that align with common core.
2. Introduce develop and train entire staff, student body and expose community to the <b>IB learner</b> profile philosophy and values.	Instruction	All	Principal	Summer 2012	Year 2	On-Track	The next step is to introduce staff on June 14 to the first stage of training on MYP/IB. This has already been planned.
3. Train staff on the <b>IB five areas of interaction</b> , with retraining dates identified through out the year.	Instruction	All	Principal	Summer 2012	Year 2	On-Track	Ihe IB five areas of interaction will take palce June 19th.



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