



2012-2014 Continuous Improvement Work Plan

Charles P Steinmetz Academic Centre High School

North-Northwest Side High School Network

3030 N Mobile Ave Chicago, IL 60634

ISBE ID: 150162990250041

School ID: 609732

Oracle ID: 46291



Mission Statement

The mission of Steinmetz Academic Centre is to focus on student learning for all students through which they gain knowledge and develop skills needed to function in a global society and to lead productive lives. To achieve this mission, faculty and staff will focus on implementing a rigorous international-minded curriculum, forming smaller learning communities, participating in professional learning communities, increasing student engagement and personalization, and using best practices and school-wide literacy strategies to build students' critical thinking, problem-solving, and comprehension skills.

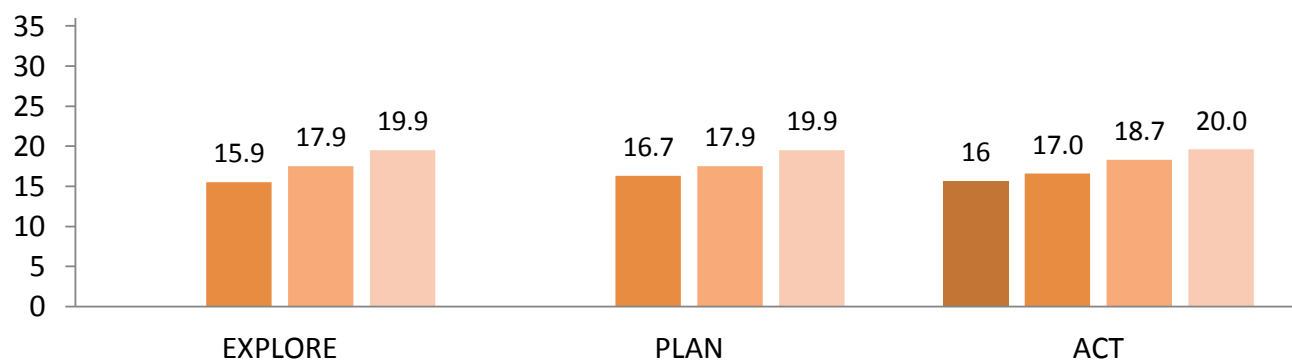
Strategic Priorities

1. Train teachers in anchor standards in literacy in CCSS. Adjust curriculum maps to reflect these standards.
2. Create a survey to assess staff development needs to increase personalization and engagement. Create a professional development calendar based on survey results.
3. Use data to develop summative and formative assessments, analyze the results of such assessments and use that data to drive further instruction.

School Performance Goals

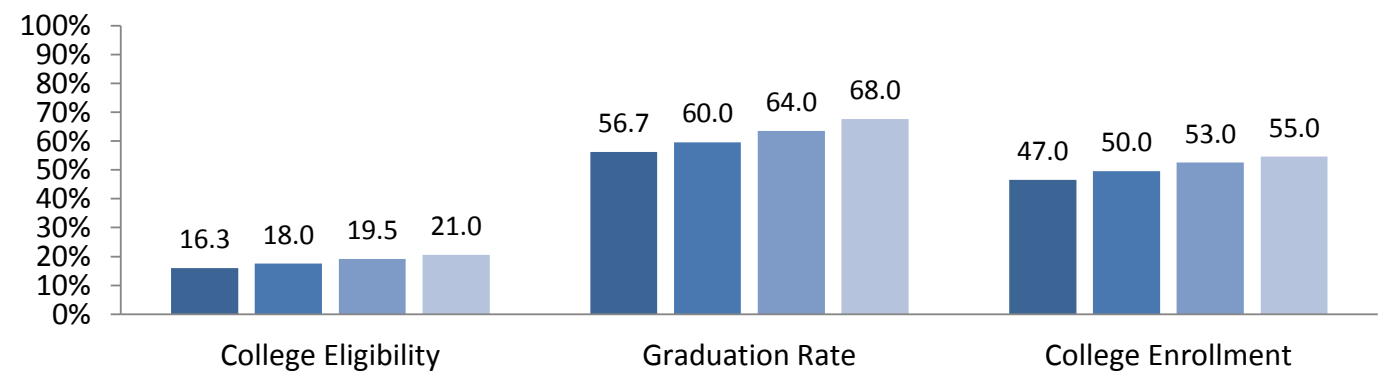
EPAS Goals

■ 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 for detailed instructions on completing the tool.

School Name	
To get started, please select your school's name from the drop down list:	Charles P Steinmetz Academic Centre 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
Eunice Madon	Principal
Lynne Nuzzo	Assistant Principal
Jason Mink	Classroom Teacher
Vince Caputi	Special Education Faculty
Patricia Stuber	Classroom Teacher
Molly Gleeson	Classroom Teacher
Kim Daughenbaugh	Assessment/Data Faculty
Lorraine Frierson	Lead/ Resource Teacher
Tamara Jabour	Counselor/Case Manager
Mary Sullivan	Assessment/Data Faculty
Maryjane Bunzol	LSC Member
Christopher Swanson	LSC Member



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		13.9	15.9	17.9	19.9	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	16.3	18.0	19.5	21.0
10th Grade - PLAN Average PLAN score		14.7	16.7	17.9	19.9	5-Year Graduation Rate % of students who have graduated within 5 years	56.7	60.0	64.0	68.0
11th Grade - ACT Average ACT score	16.1	14.8	17.0	18.7	20.0	College Enrollment % of graduates enrolled in college	47.0	50.0	53.0	55.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.0	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	79.2	85.0	87.0	90.0	Misconducts Rate of Misconducts (L4-6) per 100	30.4	14.0	13.0	12.0
Freshman On-Track % of Freshman Students on-track	70.3	82.0	83.0	84.0	Sophomore On-Track % of Sophomore students on track	59.6	75.0	76.0	77.0



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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	22.2	22.7	23.2	28.2		PSAE Reading % of students exceeding state standards	0.2	0.4	0.6	0.8
PSAE Mathematics % of students meeting or exceeding state standards	21.0	21.5	22.0	22.5		PSAE Mathematics % of students exceeding state standards	0.2	0.4	0.6	0.8
PSAE Science % of students meeting or exceeding state standards	15.4	15.9	16.4	16.9		PSAE Science % of students exceeding state standards	0.2	0.4	0.6	0.8

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 1: Leadership	Goals and theory of action ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	Steinmetz has measurable goals for EPAS, attendance, freshmen on track, sophomores on track but needs work on plans to address achievement gap and GPA/ACT goals. Our strategic plan overall needs clearer priorities and more concrete goals.	
	Principal Leadership ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>After data demonstrated that reading scores dropped the previous year, the principal conferring with the ILT determined that literacy strategies for faculty to use daily and weekly in the classroom were necessary. Ideas generated by the ILT and the principal lead the ILT to implement Drop Everything and Read (D.E.A.R.). The program was assessed through a teacher survey and amended to determine the appropriate materials to be used. Also the school paid for thirty teachers to attend Common Core training to understand what will be required in the next few years.</p> <p>The principal along with the A.P.s observed classes, monitored teachers' progress and evaluated their performance. The principal put in place a program that paid for 100 students to obtain scholarships to take an ACT prep course after school to enhance their achievement on the ACT. The principal also provided funds to pay for GAINS Corp. to provide a quick turn around and additional data for teachers to receive the necessary information to provide intervention strategies for the junior class as they neared the</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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"> -ILT membership -Grade/Course team lead - Rtl 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 	<p>All teachers are part of at least one teacher course team. Each of these teams has a leader. There are 30 such teams and thus 30 opportunities for leadership. TCT leaders meet with department chairs in department meetings. Department chairs then report to the ILT any issues facing the department and/or course teams that they have been unable to resolve. We also have paired each new teacher with a mentor so that is an additional opportunity for leadership. We shared the CIWP document with all members of the teaching and counseling staff to get their input. We also polled teachers on another school-wide initiative - D.E.A.R. - and made changes to the program as a result. There is a disconnect between the minority of people who state that a core group are the only leaders and the number of people who actually volunteer for the leadership opportunities that present themselves.</p> <p>We do not have a protocol by which effective practice is shared though we have begun an internal walkthrough practice. We also do not have a protocol by which practices learned from PD are shared.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>The ILT includes teachers from multi-year levels and almost all departments. Special education, counseling and discipline personnel are included. The ILT does not address operational concerns; its focus is on teaching and learning. The ILT develops and delivers a large portion of the school-wide professional development. The assistant principal who supervises teacher teams is a member of the ILT and seeks input of the team. The ILT consists of department chairs who disseminate information to their department and teacher course teams. Thus informed, departments and teacher course teams make decisions about teaching and learning. The ILT has made adjustments to planned professional development but could engage in more reflection. The ILT analyzes standardized test data, grade distribution by teacher, course and department, freshmen on track, sophomore on track and attendance data.</p>	2
Monitoring and adjusting ----->			
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> 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. 	<p>Analyzed school data includes the following: EPAS; grade distribution by school, department, course and teacher; freshmen and sophomores on track; attendance. Teachers are also asked to complete analysis of common unit exams to drive instruction in the next unit.</p>	2

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Teachers created year long curriculum maps for each course. These maps are aligned to the College Readiness Standards. Teacher course teams agree weekly upon common lesson objectives and standards to be covered. Common unit assessments are also developed by the team. Textbooks are grade level appropriate. Grade band skills for mastery were assigned to specific courses. Special education teachers are assigned to core subject TCTs to address differentiation of instruction but further planning for long and short term goals for special education and ELL students is needed.</p>	
	Instructional materials ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<p>Teachers use common textbooks which align to standards. Supporting materials for special education are needed as they vary from teacher to teacher. We also need more materials to support ELL students.</p>	
<p>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.</p>				

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Assessment ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>Data is available to staff but may be difficult for some to access and/or not user friendly. Summative and formative assessments are consistent across grade levels and course teams but we need work on providing more screening and diagnostic assessments. Assessment methods vary and are aligned with the standards being assessed. Some teachers feel limited by common assessments. Teachers consistently try to provide accommodations and modifications for students with disabilities and/or ELL students but feel there is a huge lack of resources each student's personal needs to be met for each assessment.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			2
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>Teachers make clear attempts to communicate the learning objective, directions and procedures and relevance of learning to students. While teachers feel that multiple level questioning techniques are used, they also feel there is a need for professional development to improve in this area. Pacing feels rushed with many feeling there is no time for re-teaching. Improvement is needed in scaffolding instruction. Teachers check for understanding using formative assessment methods.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Steinmetz has double period math and English to address the needs of those students entering from 8th grade with low test scores. There are support classes at the sophomore and junior levels as well. After school tutoring is provided three days a week by an outside service agency. We need to work on providing and monitoring individual interventions.</p>	
Professional Learning	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The ILT develops most school-wide professional development however there is insufficient monitoring of the effectiveness of the PD.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 meet weekly to collaborate but feel that more time should be spent on assessment analysis. Implementing RTI has been difficult though teachers have created documents to support student interventions. Core course teams are inclusive of general and special education teachers. Only some of the teams include bilingual teachers. There are protocols in place for team collaboration. There is a "product" due at the end of teacher course team meetings - the agreed upon objectives and vocabulary for the following week's lesson.	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	We have a new teacher support group that meets weekly. Each new teacher was matched with a mentor teacher within the building. We have begun a peer observation program.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> 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 	<p>College readiness is stressed through our college prep curriculum. Counselors require that each senior apply to at least one college. The AVID program and U S Empowered assist and support our average students pushing them to succeed in high school and college. We host an annual college fair. There is a field trip to a college that is part of our Freshman Connection program. We could do more so that all students are exposed to college field trips. We do not have enough opportunities for all students to gain leadership experience.</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Most students have a teacher, staff member or coach who looks after their interests. While improvements have been made, there is still inconsistency in the patterns of interaction between staff and students and students and students. Students with special needs are well integrated. They are warmly included in a variety of extracurricular activities. Efforts are made to include home language and culture in classroom experiences but professional development is needed to ensure that practice is every classroom.</p>	
Behavior & Safety ----->			2	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>There is inconsistency in the enforcement of school rules from classroom to classroom. There needs to be greater consistency in expectations across the school and greater consistency in sanctions for misbehavior. Greater staffing is needed in the discipline office. The school is safe with very few fights which lead to serious injury however the atmosphere needs improvement in terms of welcoming all and demonstrating respect for all.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	We have held parent information sessions about the school report card. Families are provided with course syllabi which describes the expectations for the class. The syllabi is also available on each teacher's website. Counselors hold information sessions on the successful transition from grade to grade. They also explain school choice as they go out on recruitment visits and to families as they arrive to enroll.	
	Ongoing communication ----->			2
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	Teachers are required to keep up to date websites which include homework sections and suggestions for keeping students on track. Families are encouraged to sign up for parent portal. Home visits are made to families of students who are chronically absent. Call logs document teachers' contact with families.	
	Bonding ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	We have been working toward improving the school atmosphere. We will have a student play produced this year and plan to invite the community and neighboring elementary school. We have seasonal musical concerts and an annual talent show to which the community is invited. We also sponsor "Chalk Fest" a yearly outdoor art festival to which the community is invited. Our AVID program also hosts a parent night.	

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
6: College and Career Readiness Supports	Specialized support ----->			3
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>We conduct home visits to those students who are chronically absent. We have hired a part-time social worker to augment the services our full time social worker provides. We have a variety of social services we collaborate with: Mentoring Moms; The New Center; Office of Specialized Services; Chicago Department of Public Health; ERIE Teen Health; Art Therapy; Metropolitan Family</p>	
	College & Career Exploration and election ----->			2
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<p>There is not enough college and career focus in freshman and sophomore years. Heavy focus is only done with juniors and senior. Most information is made available through specific programs such as AVID and MYP, IB. Individual teachers sometimes run fieldtrips but there is no funding or availability for counselors to run them.</p>	
Academic Planning ----->			2	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Counselors do put a lot of students in AP and highly encourage all students who do well to challenge themselves with an AP class. Where we lack or fail is that the students are not always scoring high enough on the AP tests at the end. Our AVID program promotes average students being pushed to excel and take honors classes when they typically wouldn't. US Empowered program encourages/requires students to take an AP course as part of the program. During freshman year students select a career focused course.</p>		
Enrichment & Extracurricular Engagement ----->			3	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>We have numerous sports, clubs and sponsored extracurricular activities. We have city ranked sports teams such in basketball and track. We have a social committee of teachers who implement monthly activities after school for all students such as open gym</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
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>We have a wide number of practice tests and test preps. Test prep is embedded within the curriculum, especially in sophomore and junior level classes. The Cambridge program is offered after school to support ACT preparation. Testing is used for specific course placement, i.e. language level placement, honors, AP.</p>	
	College & Career Admissions and Affordability ----->			3
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	<p>Counselors disseminate a wealth of information to juniors and seniors through classroom guidance lessons, the college and career lab, whole class presentations, and financial aid presentations for parents and families. Our college and career website is utilized to post a great amount of information such as scholarships, financial aid help, college events, etc. We could do more with a full time college and career coach.</p>	
	Transitions ----->			2
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> 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. 	<p>We run a freshman orientation event, an 8th grade open house for parents and students, and during previous summers, have run the Freshman Connection program. We connect seniors with support/summer bridge programs from senior year to college. We offer programs to connect undocumented students with resources for college through individual counseling and college and career website. We provide internship/academic enrichment information for all students, particularly between junior to senior year and senior year to college.</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
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>Due to the high need for social emotional help that students are exhibiting, a second social worker was hired tow rok with troubled students this past year. When Art Therapy Connection, a non-for-profit agency, that worked with our students for five years lost its funding, the school used some of its funds to continue the program. Next year the school will hire a nurse to fill in the days that the Board does not provide services to the school. In addition the LSC is seeking to partner with an agency to place a health clinic in the school. The school provides 100 scholarships for junior students to take an ACT prep course.</p>	
	Building a Team ----->			2
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>We involve several people in the hiring process ensuring that someone with subject matter expertise is involved. We need a system of grooming future applicants through student teaching and/or observations. Grade and course teams are a mix of veteran and novice teachers.</p>	
Use of Time ----->			2	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>The schedule is divided into periods of equal time. The schedule does, however, guarantee time for teacher teams to meet each morning before the students' day begins. There is no structure for individualized intervention.</p>	

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

The mission of Steinmetz Academic Centre is to focus on student learning for all students through which they gain knowledge and develop skills needed to function in a global society and to lead productive lives. To achieve this mission, faculty and staff will focus on implementing a rigorous international-minded curriculum, forming smaller learning communities, participating in professional learning communities, increasing student engagement and personalization, and using best practices and school-wide literacy strategies to build students' critical thinking, problem-solving, and comprehension skills.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Train teachers in anchor standards in literacy in CCSS. Adjust curriculum maps to reflect these standards.	Due to the lack of increase in ACT reading scores, we will focus on the implementation of a literacy curriculum that is skill based and differentiated for our students.
2	Create a survey to assess staff development needs to increase personalization and engagement. Create a professional development calendar based on survey results.	The My Voice, My School survey results indicated a lack of positive school identity. By supporting and providing better learning experiences for our teachers, we will increase student engagement and differentiation in the classroom.
3	Use data to develop summative and formative assessments, analyze the results of such assessments and use that data to drive further instruction.	We want to establish protocols by which our curriculum is analyzed and adapted so that it best meets the needs of all students.
4	Optional	
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
Train teachers in anchor standards in literacy in CCSS. Adjust curriculum maps to reflect these standards.	Due to the lack of increase in ACT reading scores, we will focus on the implementation of a literacy curriculum that is skill based and differentiated for our students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Each quarter, revise and implement vertical and horizontal alignment of each department's curriculum and literacy skills across the curriculum. By summer 2013, come to consensus on skills each student must be taught and align with Common Core State Standards.	Instruction	All	Principal, department chairs, TCT Chair	Quarter 1	Year 2		
Departments, TCTs and ILT meet weekly to monitor and adjust alignment of skills.	Instruction	All	Departments, TCTs/TCT Chair, ILT, Principal	Quarter 1	Quarter 4		
TCTs meet weekly to incorporate skills into curriculum maps and daily lesson plans. Each individual teacher works toward a mastery of 80% of skills per unit.	Instruction	All	TCTs/TCT Chair, Principal	Quarter 1	Quarter 4		
Meet to analyze assessment data and decide which skills need to be re-taught at the end of each unit. Modify maps and lesson plans accordingly.	Instruction	All	TCTs/TCT Chair, Principal	Quarter 1	Quarter 4		
Implement student supports and interventions needed to master skills daily.	Instruction	All	TCTs/TCT Chair, Principal	Quarter 1	Quarter 4		
Create differentiated lesson plans weekly.	Instruction	Students With Disabilities	Each individual teacher	Quarter 1	Quarter 4		
Ensure that lesson plans focus student centered activities to drive goal of skill attainment weekly.	Instruction	All	Principal	Quarter 1	Quarter 4		
Adjust lesson plans accordingly to meet the need of ELL students weekly.	Instruction	English Language Learners	Each individual teacher, Principal	Quarter 1	Quarter 4		



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
Create a survey to assess staff development needs to increase personalization and engagement. Create a professional development calendar based on survey results.	The My Voice, My School survey results indicated a lack of positive school identity. By supporting and providing better learning experiences for our teachers, we will increase student engagement and differentiation in the classroom.

Action Plan Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Implement student centered lesson plans to increase student engagement daily.	Instruction	All	Each individual teacher, Principal	Quarter 1	Quarter 4		
Involve department and TCT leaders as well as the ILT in professional development planning.	ILT/ Teacher Teams	All	Principal, department chairs, TCT Chair	Summer 2012	Quarter 1		
Each department will lead professional development highlighting best practices once a year.	Professional Development	All	Principal	Quarter 1	Quarter 4		
The ILT will investigate professional development activities beyond the school and network and encourage broad participation.	Professional Development	All	ILT, Principal	Quarter 1	Quarter 4		
Use instructional rounds and peer observation to assess professional development needs quarterly.	Instruction	All	Each individual staff member, Principal	Quarter 1	Quarter 4		
Departments complete needs assessment and create a professional development plan.	Professional Development	All	Each individual teacher, Principal	Summer 2012	Summer 2012		



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
Use data to develop summative and formative assessments, analyze the results of such assessments and use that data to drive further instruction.	We want to establish protocols by which our curriculum is analyzed and adapted so that it best meets the needs of all students.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Schedule common planning time so that TCTs can develop and analyze the results of formative and summative assessments at the end of each unit.	ILT/ Teacher Teams	All	Principal, department chairs, TCT leads/TCT Chair	Quarter 1	Quarter 4		
Grade level teams meet quarterly to share best practices for classroom instruction and analyze and evaluate student outcomes.	Instruction	All	Principal, each individual teacher	Quarter 1	Quarter 4		
Every five weeks, data team provides attendance, FOT, SOT, EPAS and discipline data to grade level teams. Teams use data reports to drive instruction.	Instruction	All	Principal, Data Team, TCTs/TCT Chair	Quarter 1	Quarter 4		
Each individual teacher will use assessment analysis and data reports to inform instructional practices at the end of each unit.	Instruction	All	Each individual teacher	Quarter 1	Quarter 4		
Provide training on the development of formative and summative assessments and the use of qualitative and quantitative data to drive instruction.	Instruction	All	Principal, ILT	Summer 2012	Quarter 1		



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

Action Plan

Monitoring

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



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