Northside College Preparatory High School

North-Northwest Side High School Network

5501 N Kedzie Ave Chicago, IL 60625

ISBE ID: 150162990250794

School ID: 609749

Oracle ID: 46061
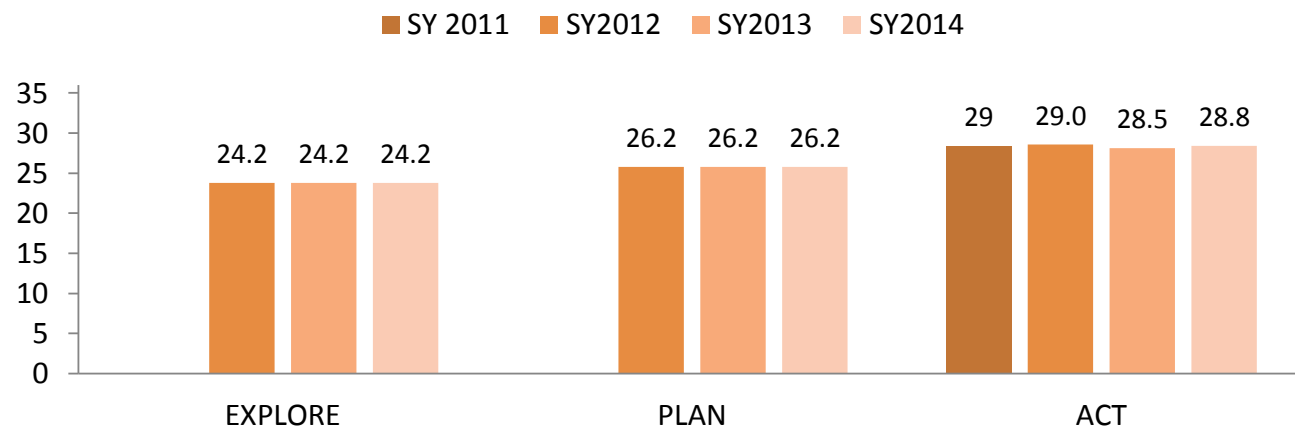
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Mission Statement

Creating a community of learners striving to fulfill individual and collective intellectual, emotional, social, and ethical potentials; Forging partnerships for learning among parents, students, teachers, and local community institutions; challenging all to assume active roles in improving both the local and global communities; creating an environment in which learners construct meaning by actively participating in the learning process.   Our VIsion - We are a diverse community striving for excellence so that all may lead productive and balanced lives in a more democratic, ethical, and humane global society.
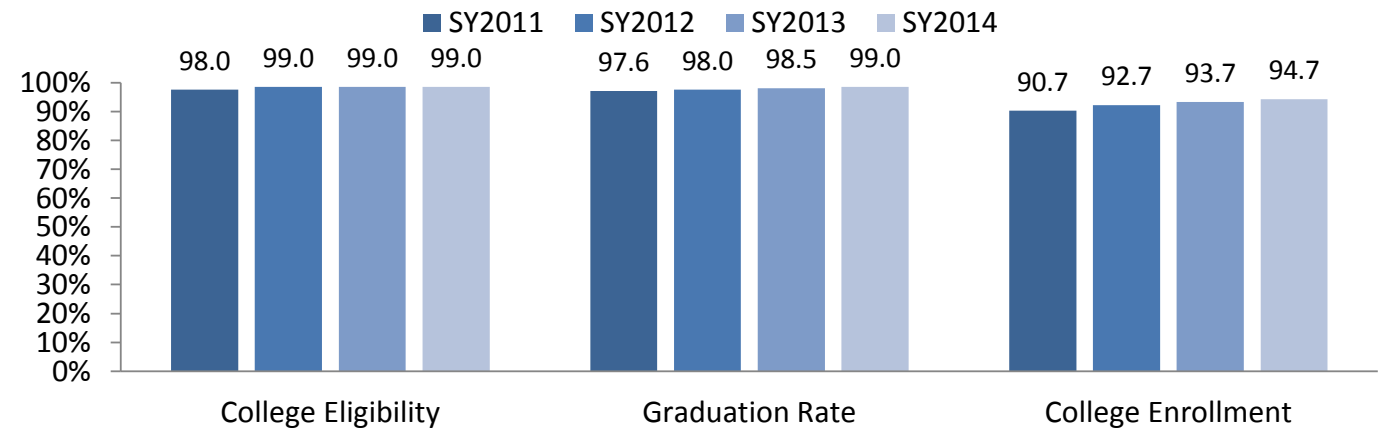
Strategic Priorities

1. Support the success of all students,with an emphasis on freshmen, by identifying learning needs and style and align curriculum and teacher practice to ensure academic success.

2. Leverage technology in concert with the full school day plan for the purpose of enhancing learning, instruction,and assessment.

3. Align and implement a professional learning plan with emphasis on the CPS framework for teaching and common core curriculum. Ensure that professional learning activities work toward improved student achievement.

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY 2011			29
SY2012	24.2	26.2	29.0
SY2013	24.2	26.2	28.5
SY2014	24.2	26.2	28.8

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	98.0	97.6	90.7
SY2012	99.0	98.0	92.7
SY2013	99.0	98.5	93.7
SY2014	99.0	99.0	94.7

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:	Northside College Preparatory 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
Barry Rodgers	Principal
Peggy Murphy	Assistant Principal
Kathleen Andrade	Parent/ Guardian
Marina Medina	Counselor/Case Manager
John Ceisel	LSC Member
Giovanni Benincasa	Lead/ Resource Teacher
Phil Romal	Special Education Faculty
Joanne Minyo	Lead/ Resource Teacher
Nicole Flores	Classroom Teacher

High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score	✕	22.1	24.2	24.2	24.2
10th Grade - PLAN Average PLAN score	✕	24.4	26.2	26.2	26.2
11th Grade - ACT Average ACT score	28.8	NDA	29.0	28.5	28.8

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	98.0	99.0	99.0	99.0
5-Year Graduation Rate % of students who have graduated within 5 years	97.6	98.0	98.5	99.0
College Enrollment % of graduates enrolled in college	90.7	92.7	93.7	94.7

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	2.3	2.6

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	95.7	96.0	96.1	96.2
Freshman On-Track % of Freshman Students on-track	95.9	96.1	96.1	96.3

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	2.8	2.7	2.6	2.5
Sophomore On-Track % of Sophomore students on track	98.8	96.5	97.0	98.0

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Northside College Preparatory High School

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	100.0	100.0	98.0	99.0		**PSAE Reading** % of students exceeding state standards	64.1	64.5	64.5	65.5
PSAE Mathematics % of students meeting or exceeding state standards	100.0	100.0	98.0	99.0		**PSAE Mathematics** % of students exceeding state standards	45.0	46.0	46.5	47.0
PSAE Science % of students meeting or exceeding state standards	100.0	100.0	98.0	99.0		**PSAE Science** % of students exceeding state standards	58.2	59.2	59.7	60.2

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
	Goals and theory of action	--->		**3**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	* NCP has a clear, cohesive, and transparent plan of action with well defined goals. * Our advisory program is aimed at preparing students for college and career. * We have a Success program designed to work with struggling students to help narrow the achievement gap. * Department goals are aligned with current SIPPAA goals. * Teacher goals are aligned with department goals.	
	Principal Leadership	--->		**4**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	* Our disciplinary PLCs are the foundation for our professional learning. Within the PLCs, departments create goals and monitor their progress. * All teachers participate in disciplinary and interdisciplinary peer observations based upon department and/or personal goal(s). * Professional learning activities are connected to our goals. * Assistant Principal writes a weekly newsletter that celebrates our accomplishments and informs faculty and staff of upcoming due dates, events, and opportunities. * Our community works well with parents and our parent network. * We have a parent newsletter called EPIC (Every Parent is Connected) that provides important messages, celebrates what is happening in the classroom, and shares opportunities for students. * We update our school website so our families and the community are inform of events and good news happening at NCP. * We have hosted Town Hall meetings on important issues.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	* Teachers have many opportunities to take on leadership roles including (but not limited to): Leadership team Curriculum team Union reps Partnership coordinators Department retreats(planned and facilitated by teachers) SIPAAA/CIWP team Grant writers Data team Department chair Mentor Teacher Participation in 1:1 initiative and Whole school events planned by teachers * Faculty meetings are open to ideas and opinions of all community members. * Teachers visit other schools and programs to improve their practice and share their expertise. * Shared leadership opportunities with open door policy between administration and teachers, students, parents, and staff.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	* Our ILT members facilitate two-way communication between their department and the ILT. * All teachers participate in peer observations. * ILT represents all aspects of school so that we can use our expertise and knowledge to make the best decision for our students and our community. * Department retreats help bring ideas together. * Teachers and administrators are self reflective. * PLCs and retreats are main drivers of quality instruction and assessments. * ILT members are leaders of PLCs.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	* Within our PLCs, we use department data (quarter assessments, semester exams) to make good decisions about teaching and learning. * Data is used to focus conversations on an on-going basis. * We need more time to have conversations and connect outside data with practice and student achievement.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**4**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	* Course outlines have been designed by teachers and posted in department folders. * Teachers are working on connecting common core standards to course outlines. * Department members reviewed and selected texts to support curriculum and is grade level appropriate. * Most departments have common assessments that are connected to common core standards.	
	Instructional materials	-->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	* Each course uses instructional materials that are aligned to standards. * Teachers are looking for additional supplemental materials to meet the variety of needs of struggling students and students with disabilities.	

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.

Date Stamp November 22, 2012

CIWP

2012-2014 Continuous Improvement Work Plan

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

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**4**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	* Teachers use both summative and formative assessments to monitor student learning. * Teachers use high and low level questioning that promote student thinking and understanding. * Teachers communicate with students about the course objectives and course sequencing. * Standard base assessments are administered for each course.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	* Various levels of support are offered to struggling students. This support includes peer and adult tutoring, Specialize Services support, differentiation, etc. We need to follow up on a more consistent basis to ensure the support is helping to improve student learning. * With the help of students, teachers, parents, counselors, and support staff, we are able to identify struggling students and provide support. * We need to do a better job implementing the RTI process in all classes.	
Whole staff professional development	--->		**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	* The school has a year-long professional learning focus. Our learning goals are reinforced in the disciplinary PLCs. * Teachers collaborate often in formal and informal conversations, meetings, etc.. * Time is given for professional learning on Wednesday mornings and during Staff Development/Professional Development days. * Each department plans two full-day retreats that are connected to the departmental and school learning goals. In addition to disciplinary PLCs, we provide whole school professsional learning opportunities that support our learning goals. * Each teacher creates a personal goal and the school provides	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	* Teachers meet in PLCs on a monthly basis to discuss student learning, student work, teacher lesson plans, and course assessments. * Teachers meet informally with each other during prep periods, lunch, after school etc. * Teachers participate in peer observations that include pre and post conferences. * Special education teachers and other support staff work well with regular ed teachers which includes, but is not limited to, team teaching opportunities.	
	Instructional coaching	-->		**3**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	* Northside has a formal new teacher induction program which is approved by the State of Illinois. * Department PLC's determine their own learning plan which is connected to their departmental goal/focus. * New teachers work closely with peers. * All teachers participate in a minimum of two peer observations. These include interdisciplinary and disciplinary observations. * All teachers have their own individual teacher's goal that connects to the work of the whole school learning goal. Disciplinary PLCs identify learning needs and they then plan workshops and PLC time accordingly.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**4**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	* The counselors and teachers encourage students to register for AP course work while also paying attention to students' need for balance. * Job shadowing and internships are available to students through specific courses as well as through the Counseling Department. * An all-school career day was designed to help students think outside the box for future careers. * Dual credit courses are offered in our computer science curriculum. * Each junior and their family recieve 1 on 1 college counseling that	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	* Students are assigned an advisory and grade level counselor for four years. * NCP offers over 60 clubs which are sponsored by teachers. * NCP has a strong peer tutoring program to help struggling students. * NCP has a student run writing center to help improve the writing skills of our students. * Each freshman advisory has a senior peer mentor whose role is to help students transitition to our NCP community. * LRE binders are created for students to ensure social and academic support. * Each year our teachers write many letters of recommendations for students' college applications, scholarships, and internships	
	Behavior& Safety	-->		**4**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	* Our school has a fair, transparent, and consistent approach to student discipline. * Our Dean and teachers talk with students to make sure that every moment is a learning moment. * Our community reinforces rules and follows the Student Code of Conduct . * Students are given a lot responsibility and they rise to the responsibility. * All members of our community work together to create an	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	--->		**4**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	* Each September NCP hosts a Back- to-School night to give parents an opportunity to meet teachers and to learn about expectations in their child's courses. This is also an opportunity to meet the administrative team. * Syllabi are given to students at the begining of the school year. * Teachers have a strong web presence where students and parents can find information on current projects, homework assignments, grading scales, course outlines, etc. * NCP teachers voted to change the report card pick up time to accomodate parents. * Gradebook is used by all teachers so students and parents are aware of students' academic progress. * NCP prides itself on communication strategies used with our	
	Ongoing communication	--->		**4**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	* Teachers, administrators, and staff members engage in on-going two-way communication with parents through email, informal and formal meetings, gradebook notes, and 5 week progress reports, Back-to-School events, etc. * Counselors and social workers work closely with students and parents to ensure both academic and social/emotional success. * Each fall we host a Success program dinner with families at	
	Bonding	--->		**4**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	* Our school community has established a welcoming and non-threatening evironment where parents are an important part of our community. * Our parents are engaged and motivated to work with the school in a variety of capacities including, but not limited to: fundraising, special events, athletic events, field trips, etc. * We have a school directory that includes parents' and teachers' email addresses to make working together easier. * All of our concerts, athletic events, plays, art exhibits, special ceremonies, etc. are open to our parents and the public. Website is updated often to reflect events that are happening in	

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support -->			**4**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	* School staff and faculty complete home visits to best support students and their families. * Our counselors and social worker connect students and families to outside organizations for additional support.	
College & Career Exploration and election -->			**4**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	* NCP provides ongoing information, experiences, and exposure to students to help them make informed decisions regarding life after high school. These experiences include, but are not limited to: College night;Financial planning night; College counseling; visits by college represenatives; career day; Naviance; etc.	
Academic Planning -->			**4**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	* To help students plan their academic lives, department create yearly presentations about course offerings. * Students participate in one-on-one college and career planning with their counselors and families. * Advisory teachers work with students during the programming process. * Teachers work to ensure that students are ready for AP courses and fill out AP requisitions for students who would like to take AP courses. * Various NCP departments hold individual open-house activities to	
Enrichment & Extracurricular Engagement -->			**4**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	* NCP offers over 60 clubs that are open to all students. A students can create a new club at anytime. * Service opporcunties are available through colloquium, clubs, and courses.	

Left vertical label: 6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	*College & Career Assessments*	--->		4
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	* NCP promotes preparation, participation, and performance in college and career assessments which begins in the 9th grade with a self assessment inventory. * NCP offers ACT and SAT review classes. * NCP is a college preparatory high school that boasts a challenging	
	College & Career Admissions and Affordability	--->		4
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	* NCP provides extensive communication about college financial aid opportunity. * NCP creates and updates a database of scholarships to help support students and their families. * Teachers support the college application process by completing thousands of written recommendations. * All students in the college application process have access to Naviance.	
	Transitions	--->		4
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	* The NCP community works extremely hard to help students transition to high school. Opportunities to our freshman students and families have included, but are not limited to: Freshmen Family Night, Open House, Alumni Speaks, Snake Road, and Freshman Connection.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	**Use of Discretionary Resources**	--->		**4**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	* Community partnerships at NCP include: EPA, North Park Nature Center, Field Museum, Shedd, Brookfield Zoo, American Cancer Society, Northwestern, Google, Oracle, Association for Computing Machinery, Illinois Institute of Technology, Illinois Technology Foundation, National Center for Women in Technology, Mikva Challenge, News Literacy, Pulitzer Crisis Center, Chicago Humanities Festival, Misericrdia Homes, Newberry Library, Mexican Art Musuem, LSSO, etc.	
	Building a Team	--->		**4**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	* NCP has a clear process for hiring . This multi-step process includes a search committee, department interviews, lesson demonstrations, observations, etc. Several levels of interviews with consensus between department chair and administration. * NCP honors our profession by working with student teachers, student observers, and counseling interns. Meeting these new colleagues helps us build a potential pool of new employees.	
	Use of Time	--->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	* Our block schedule is designed for meaningful collaboration. * Students with IEPs have a resource class when needed. * Some struggling students have additional support with a certified teacher by enrolling in one less academic course. * Our block schedule allows us the ability to have purposeful professional learning time on Wednesdays. This adult learning time is prior to the start of our students' day.	

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

Creating a community of learners striving to fulfill individual and collective intellectual, emotional, social, and ethical potentials; Forging partnerships for learning among parents, students, teachers, and local community institutions; challenging all to assume active roles in improving both the local and global communities; creating an environment in which learners construct meaning by actively participating in the learning process.   Our VIsion - We are a diverse community striving for excellence so that all may lead productive and balanced lives in a more democratic, ethical, and humane global society.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Support the success of all students,with an emphasis on freshmen, by identifying learning needs and style and align curriculum and teacher practice to ensure academic success.	Due to the new admissions process for selective enrollment schools, our demographics are changing. In the past, our students' scored between 850 -900 points. The class of 2016 scores range from 700 -900 points. This means we must make adjustments and changes to how we teach, assessment, and strategies that we use when students are not learning. As we look closely at the connection between teaching and student learning with our Class of 2016, we will start by analyzing the scores from the select enrollment process. Students then will be identified and will be a part of our Success Program. Our SUCCESS team that includes, teachers, counselors, social workers, and administration will work to provide the necessary support that ensures the academic, social, and emotional well being of all students. This includes peer and teacher tutoring, social/emotional support, enrichment and enhancement opportunities during our X and Y periods .
2	Leverage technology in concert with the full school day plan for the purpose of enhancing learning, instruction,and assessment.	At Northside we seek to utilize our core strengths as academic and technological leaders in CPS in order to realize the 21st century classroom. Our mission is to prepare students for a global, digital world where they will be expected to use information and technology to create, examine, explore, communicate, collaborate and solve problems. Our vision will be fulfilled when our ability to innovate and our capacity to accelerate learning provides the basis for a model that will impact every student at NCP.

3	Align and implement a professional learning plan with emphasis on the CPS framework for teaching and common core curriculum. Ensure that professional learning activities work toward improved student achievement.	Our professional learning goal is to improve teacher effectiveness and student learning by purposefully exploring the connections between teaching and learning, as it is define in the CPS framework for teaching, to ensure that all students are successful. All of our professional learning activites will work toward a better understanding of the framework and aligning our work. We will continue to work on analyzing; what we teach , how we teach, how we assess , and what we do when students don't learn. Our professional learning opportuntiies will support teachers as they move through the four domains of the CPS Framework for Teaching.	
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
Support the success of all students, with an emphasis on freshmen, by identifying learning needs and style and align curriculum and teacher practice to ensure academic success.	Due to the new admissions process for selective enrollment schools, our demographics are changing. In the past, our students' scored between 850 -900 points. The class of 2016 scores range from 700 -900 points. This means we must make adjustments and changes to how we teach, assessment, and strategies that we use when students are not learning. As we look closely at the connection between teaching and student learning with

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Assemble Success Team	Instruction	All	Marina Medina, Susan Spillane, Peggy Murphy	Summer 2012	Quarter 1		August 2012 - includes teachers, counselors, social workers, etc.
Complete an initial identification of students who may struggle with the transition to high school based upon scores	Instruction	All	Marina Medina, Susan Spillane, Peggy Murphy	Summer 2012	Summer 2012		Begin in July, complete by September 4 -- process for identifying struggling students is fluid throughout the year
Ensure proper placement of students in courses	Other	All	Leon Lim, Marina Medina	Quarter 1	Summer 2012		
Implement RTI when Needed	Instruction	All	RTI Team, Marina Medina, Giovanni Benincasa	On-going	On-going		Workshop in August - continuous support throughout the year as needed
See continued growth on the citywide assessments for all freshmen	Instruction	All	Marina Medina	Quarter 1	Quarter 4		First assessment begins with Plan /Explore in September, Citywide assessments in January, March, and May - These assessments will act as another data point to bring students into the Success Program
Implement SUCCESS Program to support struggling students	After School/ Extended Day	Other student group	Success Team and Susan Spillane	Quarter 1	On-going		Math and Science tutoring begins by week 3, writing center week 5 and on-going reviews of social, emotional, and acedemic needs of students through school year to identify students who need additional support
Quarterly parent Meetings with Success students	Parental Involvement	Other student group	Success Team and Susan Spillane	Quarter 1	On-going		
Utilize XY periods for additional student support and enhancement in implementing the full school day	Instruction	All	Leon Lim, Marina Medina, Giovanni Benincasa	Quarter 1	On-going		
Attendance Monitoring	Other	All	Madeline Irizzary	Quarter 1	Quarter 4		Our goal is 96%

Strategic Priority 1

Freshmen On Track	Other	All	Marina Medina	Quarter 1	Quarter 4		Measurements taken throughout the year with final meansurement taken at the end of semester 2
Regular education teachers will work closely with special education teachers to ensure compliance of IEP for special education students by developing activities and goals to ensure their success.	Instruction	Other student group	Phil Romal, Peggy Murphy, Olga Figueroa	On-going	On-going		
Restore as many positions as possible to effectively implement the Full School Day Plan	Staffing	All	Barry Rodgers	Summer 2012	Quarter 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
Leverage technology in concert with the full school day plan for the purpose of enhancing learning, instruction, and assessment.	At Northside we seek to utilize our core strengths as academic and technological leaders in CPS in order to realize the 21st century classroom. Our mission is to prepare students for a global, digital world where they will be expected to use information and technology to create, examine, explore, communicate, collaborate and solve problems. Our vision will be fulfilled when our ability to innovate and our capacity to accelerate learning

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide training for teachers to use google apps	Professional Development	All	Peggy Murphy, Victoria Andrews	Quarter 1	Quarter 1		
Utilize computers to administer new interim assessments when possible	Instruction	All	Victoria Andrews	Quarter 1	On-going		
Establish 1:1 computing cohort for fall 2012	Instruction	All	Giovanni Benincasa, Victoria Andrews, Leon Lim	Summer 2012	Summer 2012		
Teachers will demonstrate how the use of technology enhances instruction during a peer observation/Instructional round	Instruction	All	Peggy Murphy	Quarter 1	Quarter 4		
Departments will actively look at technology applications to enhance instruction and support the common core	Instruction	All	Giovanni Benincasa	Quarter 1	On-going		
Review of NCP wireless infrastructure for deployment of interim assessments and increasing the scale of 1:1 computing	Equipment/ Technology	All	Victoria Andrews, Marcos Alcozer	Quarter 1	On-going		
Leveraging technology to facilitate efficient student access to academic enhancement and enrichment opportunities during X and Y blocks as part of the full day implementation	Equipment/ Technology	All	Barry Rodgers, Victoria Andrews, Don Yanek, Giovanni Benincasa	Quarter 1	On-going		
Identify opportunities for grants to support 1:1 programs	Equipment/ Technology	All	Barry Rodgers, Victoria Andrews, Giovanni Benincasa	On-going	On-going		

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
Align and implement a professional learning plan with emphasis on the CPS framework for teaching and common core curriculum. Ensure that professional learning activities work toward improved student achievement.	Our professional learning goal is to improve teacher effectiveness and student learning by purposefully exploring the connections between teaching and learning, as it is define in the CPS framework for teaching, to ensure that all students are successful. All of our professional learning activites will work toward a better understanding of the framework and aligning our work. We will continue to work on analyzing; what we teach ,

Action Plan　　　　　　　　　　　　　　　Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional learning opportunities with teachers to support the implementation of the CPS Framework for Teaching	Professional Development	Other student group	Peggy Murphy, Barry Rodgers	Summer 2012	On-going		Will begin with a workshop in August 27-30 with follow-up opportunities throughout the year
Faculty participation in professional learning opportunities to make RTI accomodations that effectively differentiate instruction (RTI)	Professional Development	Other student group	Peggy Murphy, Barry Rodgers	Quarter 1	On-going		Will begin with a workshop in August 27-30 with follow-up opportunities throughout the year
Leadership team participation in aligning the school goals with the district's framework for teaching	Instruction	All	Peggy Murphy	Summer 2012	Summer 2012		Leadership team retreat August 22, 2012
Departmental participation in aligning the department goals with the school goals	Instruction	All	Peggy Murphy	Quarter 1	Quarter 4		PLC = alignment completed by September 19 - working on goal throughout the school year with final year reflection on June 5, 2013
Faculty participation in aligning the individual goals with departmental goals	Instruction	All	Peggy Murphy, Barry Rodgers	Quarter 1	Quarter 4		Goal turned in to administration by September 26 - continuous work during the year with final reflection May 22, 2013
Departmental participation in sharing outcomes from external professional learning opportunities and departmental retreats.	Professional Development	All	Peggy Murphy	Quarter 1	Quarter 4		Throughout the year teachers will have opportunities for external professional learning -- Departmental Retreat will be November 2, 2012
Faculty participation in a minimum of one Instructional learning round that focuses on one of NCP's priorities.	Instruction	All	Peggy Murphy	Quarter 1	Quarter 3		Will begin in October 2012 - through April 2013
Departmental participation in professional learning opportunities to align the common core with existing curricula	Professional Development	All	Peggy Murphy	Summer 2012	Quarter 1		Will begin in July 2012 with completion October 2012
Teachers and Administration share their expertise at local and national conferences	Professional Development	All	Barry Rodgers, Peggy	Quarter 1	On-going		
Align departmental curricula with common core standards	Instruction	All	Giovanni Benincasa	Quarter 1	Quarter 1		Complete by September 2013

Strategic Priority 3

See continued growth on the citywide assessments for all freshmen	Instruction	All	Marina Medina	Quarter 1	Quarter 4		First assessment begins with Plan /Explore in September, Citywide assessments in January, March, and May

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