



2012-2014 Continuous Improvement Work Plan

Michele Clark Academic Prep Magnet High School

West Side High School Network
5101 W Harrison St Chicago, IL 60644
ISBE ID: 150162990250827
School ID: 610244
Oracle ID: 41051



Mission Statement

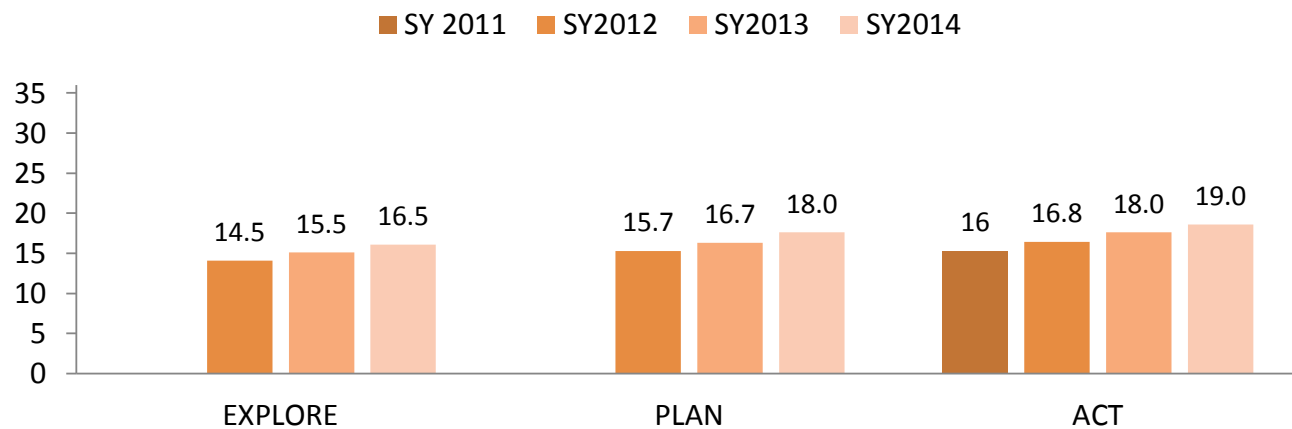
Michele Clark Academic Preparatory Magnet High School actively develops all students to become lifelong learners who are prepared for a successful post-secondary experience. Our school produces independent thinkers who will enter STEM (Science, Technology, Engineering, and Mathematics) fields and contribute to a dynamic, global society.

Strategic Priorities

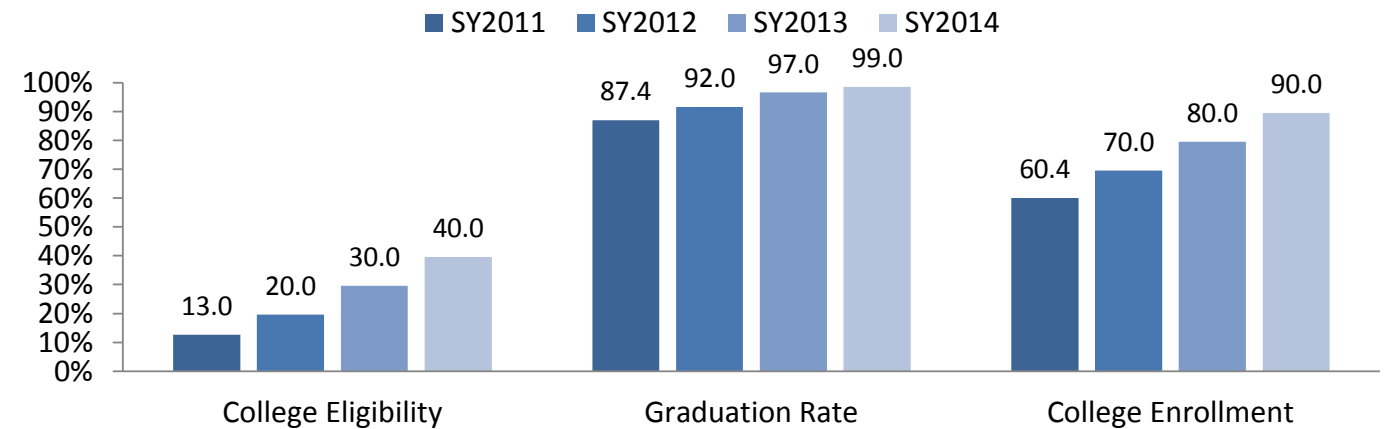
1. Create and sustain a safe, positive learning environment that addresses the social-emotional needs of all students.
2. Create standards-based curriculum that is aligned to Common Core, including unit plans, formative, and summative assessments.
3. Implement the Early College STEM curriculum with fidelity.
4. Build teacher-capacity in data-driven instruction cycles and differentiated instruction.

School Performance Goals

EPAS Goals



12th Grade & Graduation Goals





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:	Michele Clark Academic Prep Magnet 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
Beulah McLoyd	Principal
Brian Lacey	Assistant Principal
Gladys Rodriguez	Other
Nancy Thomas-Donaldson	Classroom Teacher
Sharon Newman	Classroom Teacher
Michael McKenzie	Support Staff
Lakeisha Palmer	Special Education Faculty
Myron Ford	Support Staff
Anita Johnson-Jackson	LSC Member
Sherri Blumningburg	Parent/ Guardian
Timothy Chatman	Other
Gideon Mackay	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	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		13.6	14.5	15.5	16.5	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	13.0	20.0	30.0	40.0
10th Grade - PLAN Average PLAN score		14.7	15.7	16.7	18.0	5-Year Graduation Rate % of students who have graduated within 5 years	87.4	92.0	97.0	99.0
11th Grade - ACT Average ACT score	15.7	14.8	16.8	18.0	19.0	College Enrollment % of graduates enrolled in college	60.4	70.0	80.0	90.0

EPAS Growth

	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.2	2.5
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	2.3	2.3

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	79.1	85.0	90.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	24.4	12.0	6.0	3.0
Freshman On-Track % of Freshman Students on-track	78.2	83.0	88.0	93.0	Sophomore On-Track % of Sophomore students on track	82.4	87.0	92.0	95.0



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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	20.7	30.0	40.0	50.0		PSAE Reading % of students exceeding state standards	0.0	10.0	20.0	30.0
PSAE Mathematics % of students meeting or exceeding state standards	13.1	23.0	33.0	43.0		PSAE Mathematics % of students exceeding state standards	0.0	10.0	20.0	30.0
PSAE Science % of students meeting or exceeding state standards	11.3	21.0	31.0	41.0		PSAE Science % of students exceeding state standards	0.0	10.0	20.0	30.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<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. 	<p>Each year, the administrative team, along with the ILT and key stakeholders, collaborates to identify key goals for the school year. These goals include those for key metrics including attendance, student achievement, disciplinary infractions, and college going rates. These goals are based on Michele Clark's theory of actions, which is documented in all weekly communication. It is also reinforced during professional development sessions. All initiatives are aligned to these goals and are periodically reviewed for effectiveness levels.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<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>Michele Clark currently has a high-functioning Instructional Leadership Team that engages in two to three Professional Learning Cycles per year. During these cycles, teachers utilize interim assessment data to identify target areas on which to focus. Literacy, specifically, increasing students' ability to identify main ideas and supporting details in order to increase comprehension, is one target area. ILT members present effective strategies to teach this skill. Then, teachers implement the strategies within their classrooms. Teachers engage in learning walks, provide feedback, and refine their use of the practice. In addition, the principal shares this data with parents, LSC members, and community members.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<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 members of a core instructional team. These include ILT's and/or course teams.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			
<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 engages in bi-weekly meetings to focus on how to positively impact teacher practice in order to increase student achievement levels. This includes utilizing tuning protocols to analyze student work, presenting effective practices to share with department members, analyzing interim assessment data, analyzing effectiveness of current curriculum scope and sequence, assessing school-wide literacy proficiency trends and patterns. The team then uses this information to help guide professional development planning for their departments.</p>	<p>3</p>
<p>Monitoring and adjusting -----></p>			
<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>Michele Clark has a comprehensive data-driven assessment system that includes four interim assessment cycles. Each quarter, 9th, 10th, and 11th grade students take interim assessments that are aligned to the College Readiness Standards and the Common Core State Standards. After taking the assessment, teachers receive detailed results for each student and class that outlines proficiency levels for each standard. Teachers analyze the data, meet with an administrator to discuss the data, and re-teach their students based on the results of that data.</p>	<p>4</p>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>All grade level and content areas currently have curriculum maps that are aligned to Common Core State Standards. Each course team utilizes common assessments. Special Education teachers collaborate with the general education teachers to provide the appropriate accommodations and modifications for students with special needs.</p>	
	Instructional materials ----->			3
	<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>Course teams utilize grade-appropriate instructional materials that are aligned to standards. However, a more robust variety is needed to address the needs of all learners.</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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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			4
<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>Teachers utilize a variety of common formative and summative assessments that are aligned to College Readiness and Common Core State Standards. These include GAINS interim assessments, weekly teacher-created, high-quality performance tasks, summative assessments, and a Spring Explore/Plan to measure growth over the course of a year. Students with special needs receive the appropriate accommodations and modifications as delineated in their IEPs.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<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>All 9th-12th grade curriculum is aligned to Common Core State Standards. The courses are broken down into clearly defined benchmarks that students must master. Students who master 70% of those benchmarks reach proficiency. This is communicated to students on a daily basis, and wall charts are posted in every room to help students track their own progress with meeting the benchmarks. Benchmarks build, progressing from simple to more complex, and at least 75% of the staff use strategies such as Think, Pair, Share, and Cold-Calling to ask both low-level and high-level questions.</p>	

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Typical School	Effective School	Evidence	Evaluation
Intervention ----->			3
<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>Every three weeks, Michele Clark generates internal progress reports that are sent to parents. The data strategist then provides counselors with a list of students who are failing. During lunch periods, students attend tutoring sessions to receive assistance with skills in which they are deficient.</p>	

Professional Learning	Whole staff professional development ----->			3
	<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 school-wide focus for professional development is literacy in the content area. Each professional development focuses of providing teachers with strategies to increase students' ability to comprehend a text by finding main ideas, supporting details, drawing generalizations and conclusions, and identifying cause and effect relationships. Administrators are assigned to content-area teams to assess curriculum maps and lesson plans for the teacher's use of those strategies. ILT members and administration engage in classroom observations and coaching sessions to provide teachers with feedback about their use of key strategies presented in professional development sessions.</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. 	<p>Departments meet weekly during common planning time to discuss student work, adjust curriculum maps based on formative and summative assessment data. Teams utilize the tuning protocol and data analysis protocols (based on Paul Bambrick's <i>Driven by Data</i>) to facilitate these discussions.</p>	
	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. 	<p>Teachers are observed at least once per week and given feedback on their performance/growth areas. However, no formal, personalized professional development system is in place for each teacher.</p>	

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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 	Michele Clark's post-secondary and counseling team collaborate to ensure that all students apply to at least three colleges and universities. To date, this has resulted in a ten percent increase in the college-going rate from 2010-2011 to 2011-2012.	
	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. 	All students are connected to a mentor who meets with them on a regular basis to discuss grades, attendance, and behavior. Tier two and three students are also paired with mentors from outside agencies, such as Black Star Project, PUMPS, and Knock at Midnight for more intense mentoring services. 95% of all classes are inclusive.	
Behavior & Safety ----->			4	
	<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. 	Michele Clark has a clearly defined, consistent set of school-wide norms and consequences for classroom behavior, uniforms, cell-phone infractions, entry, and exit. They are all outlined in the school's Family Handbook. The school also utilizes a variety of intervention methods to discourage negative behavior and encourage positive behavior. These include Peer Jury, an Alternative Learning Center, consistent communication with parents, and a comprehensive incentives program called "Motivated Minds". This has resulted in a 10% decrease in level 4 C	

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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. 	All parents receive a detailed explanation of Common Core State Standards and standards-based grading at the beginning of the school year. Parents also receive a copy of the curriculum scope and sequence for the year as well as an explanation of the school's grading policy. Counselors meet with parents to further discuss each student's personal progress towards mastering the benchmarks.	
	Ongoing communication ----->			3
	<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. 	Parents receive three-week progress reports outlining students' academic progress.	
	Bonding ----->			3
	<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. 	Michele Clark has a Parent University that provides programming that is tailored to meet their needs. Trainings have included Financial Literacy, Computer Literacy, Health and Wellness programs, and crocheting classes. The school has also hosted literacy and math nights.	

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6: College and Career Readiness Supports	Specialized support ----->			4
	<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>Michele Clark has partnered with A Knock at Midnight. Students who are truant receive home visits from this agency. While conducting home visits, the representative gathers data that the school might use to further assist the student. For instance, if the student is homeless (by definition), the school follows up with the family to register the student in the Homeless program.</p>	
	College & Career Exploration and election ----->			4
	<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>The post-secondary coach and counselor meet with each student to complete the College Match process. Based on those results, those adults work with students to apply to one definite match, one "reach" school, and one general admissions school. 9th-12th graders attend college tours. Michele Clark hosts an in-house</p>	
Academic Planning ----->			3	
<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 meet with each student on their case-load twice per year formally and several times per year informally to assess their performance and engage in college and career planning. They have developed a red, yellow, and green monitoring system for students who are on-track, in danger of being off-track, and off-track. They monitor these results bi-weekly and conduct student and parent conferences based on this data.</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>Michele Clark has a variety of clubs and sports, including Water Polo, After-School Matters, Basketball, Football, Baseball, Softball, Track, Swimming, Band, Cheerleading, and many more.</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. 	Currently, 21% of the student body is enrolled in AP courses. All students who are enrolled in the course must take the AP exam.	
	College & Career Admissions and Affordability ----->			4
	<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. 	The counseling and post-secondary teams host several senior nights and financial aid workshops to help parents understand the structure of financial aid packages as well as give them information about scholarship money. They also assist parents with completing the FAFSA.	
Transitions ----->			3	
	<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. 	Michele Clark has a partnertship with GEAR Up. This organization provides students with transition services.	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<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>For the past year and a half, the school's priority has been to stabilize and create a safe learning environment for children. Discretionary funding was aligned to those priorities, as evidenced by the hiring of more security staff, a Culture of Calm Coordinator, and a focus of developing an incentives program for students who exhibited positive behavior.</p>	
	Building a Team ----->			4
<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>The principal collaborates with the programmer to conduct a hiring needs assessments. A pool of applicants is collected via the CPS Human Resources database, and applicants engage in a four-step interview process that includes a phone interview, face-face interview, demonstration lesson, and reference check. Where feasible, part-time staff is secured (ie, part--time police officers) to maximize resources.</p>		
Use of Time ----->			4	
<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 administrative team collaborates with the programmer to communicate school-wide goals for increasing student achievement. Based on these, the programmer creates a master schedule that reflects the needs of all learners. These include double-blocks of Math and English as well as intervention periods for struggling students.</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

Michele Clark Academic Preparatory Magnet High School actively develops all students to become lifelong learners who are prepared for a successful post-secondary experience. Our school produces independent thinkers who will enter STEM (Science, Technology, Engineering, and Mathematics) fields and contribute to a dynamic, global society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Create and sustain a safe, positive learning environment that addresses the social-emotional needs of all students.	Research suggests that students who feel safe achieve at higher levels. Since our primary goal is to move students toward proficiency, ensuring that they feel safe is imperative.
2	Create standards-based curriculum that is aligned to Common Core, including unit plans, formative, and summative assessments.	Common Core standards provide a rigorous instructional framework. If teachers align their curriculum to and teach to these standards, student achievement will increase.
3	Implement the Early College STEM curriculum with fidelity.	Students who are exposed to rigor in high school are more likely to graduate from college, studies say. Providing students with access to the rigor that the STEM curriculum provides in Science, Math, Engineering, and Technology will, consequently, raise student achievement, prepare them for college, and increase their chances of graduating from college with degrees in highly-competitive fields of study.
4	Build teacher-capacity in data-driven instruction cycles and differentiated instruction.	Research suggests that simply raising rigor levels without providing students with proper scaffolding and support is ineffective. Teachers drive the work. As a result, it is necessary to develop teachers and provide them with essential tools and strategies to ensure that students are successful. This requires that they know how to effectively use data and differentiate instruction to change their practice.
5	Optional	



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 standards-based curriculum that is aligned to Common Core, including unit plans, formative, and summative assessments.	Common Core standards provide a rigorous instructional framework. If teachers align their curriculum to and teach to these standards, student achievement will increase.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create benchmark scope and sequence for 9th-12th grade curriculum maps that is aligned to Common Core standards.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
Create formative and summative assessments that are aligned to benchmarks/Common Core State Standards.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
Create 9th-12th ELA and Math unit plans that are aligned to Common Core State Standards.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2013		
Develop a school-wide academic intervention plan (RTI model) for those students who fail to master the benchmarks.	Instruction	All	Lacey/Rodriguez/McLoyd	Summer 2012	On-going		
Create a bi-weekly feedback system to monitor lesson plans and curriculum maps for implementation of Common Core standards	Instruction	Not Applicable	Rodriguez	Summer 2012	On-going		
Develop a rubric to evaluate effective Common Core implementation for the following areas: curriculum maps, formative and summative assessments, unit plans, and lesson plans	Instruction	Not Applicable	McLoyd/Rodriguez	Summer 2012	Summer 2013		
Create individualized professional development plans for teachers to monitor and support effective implementation of Common Core Standards	Professional Development	Not Applicable	McLoyd/Rodriguez	Quarter 1	On-going		
Create school-wide professional development plan to provide Common Core/assessment development training	Professional Development	Not Applicable	ILT	Summer 2012	On-going		
Implement weekly data analysis meetings in which teacher teams analyze student work	ILT/ Teacher Teams	All	ILT	Quarter 1	On-going		
Launch student data chats	Instruction	All	Rodriguez	Quarter 1	On-going		

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
Implement the Early College STEM curriculum with fidelity.	Students who are exposed to rigor in high school are more likely to graduate from college, studies say. Providing students with access to the rigor that the STEM curriculum provides in Science, Math, Engineering, and Technology will, consequently, raise student achievement, prepare them for college, and increase their chances of graduating from college with degrees in highly-competitive fields of study.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Utilize backward design to develop curriculum scope and sequence for STEM pathways	Instruction	All	McLoyd/Melendez/Rodriguez/CISCO/Ford	Summer 2012	Summer 2012		
Upgrade infrastructure to ensure that the technology supports the STEM pathways	Equipment/Technology	All	CTE/CISCO	Summer 2012	Year 2		
Create STEM mentoring plan for 9th and 10th graders	Other	All	CISCO/McLoyd/Rodriguez	Summer 2012	Quarter 1		
Ensure that three teachers obtain CISCO certification (Moraine Valley)	Professional Development	Not Applicable	CISCO/Ford	Summer 2012	Quarter 1		
Create a STEM Classroom Environment Checklist	Other	Not Applicable	McLoyd/Melendez/Rodriguez/CISCO/Ford	Summer 2012	Summer 2012		
Develop a school-wide academic intervention plan (RTI model) for those students who fail to master STEM benchmarks.	Instruction	All	Ford/CISCO	Summer 2012	Quarter 1		
Develop a rubric to evaluate effectiveness of STEM curriculum maps, unit plans, and lesson plans	Instruction	All	Rodriguez/McLoyd/CISCO	Summer 2012	Summer 2012		
Purchase textbooks in order to launch Fundamentals of Technology course	Instructional Materials	All	Operations Manage/McLoyd	Summer 2012	Summer 2012		
Create a student-led STEM advisory council	Other	All	Ford	Quarter 1	On-going		
Create a year-long STEM field trip calendar (once per quarter)	Other	All	Ford/CISCO	Quarter 1	Year 2		



Strategic Priority 4

