



2012-2014 Continuous Improvement Work Plan

High School of Leadership at South Shore

South Side High School Network
7627 S Constance Ave Chicago, IL 60649
ISBE ID: 150162990250806
School ID: 610297
Oracle ID: 55081



Mission Statement

The mission of the High School of Leadership at South Shore is to empower students to become productive contributors in their community and the world. We are committed to educating the whole-child through a strong academic program that includes character development, community service as well as social and emotional development.

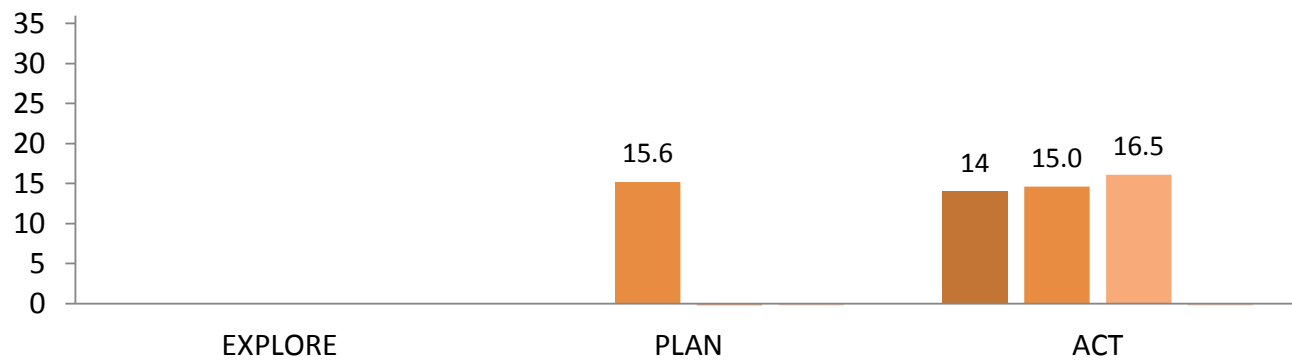
Strategic Priorities

1. Provide differentiated grade specific enrichment programs to support juniors and seniors through Junior/Senior Successful Pathways to increase student achievement and ACT scores.
2. Provide support and incentives to increase student attendance and to maintain a positive culture and climate.
3. Provide support for increasing students readiness for on time graduation and completion of F55 program for college enrollment. The F55 program will provide counseling to all seniors and will set the expectation that each senior will complete FAFSA, 5 college applications and 5 scholarship applications.

School Performance Goals

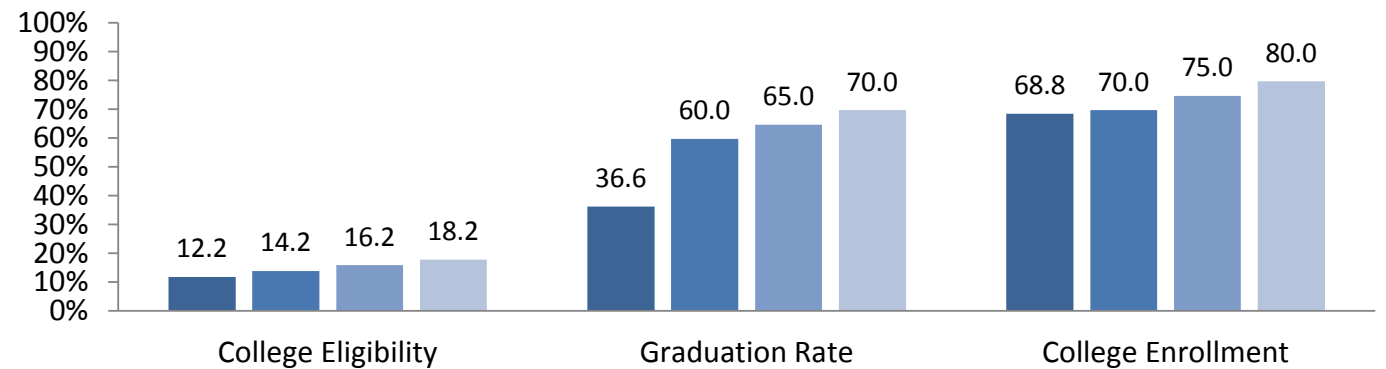
EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

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

| School Name | |
|---|--|
| To get started, please select your school's name from the drop down list: | High School of Leadership at South Shore |

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 |
| McElgunn, Daniel | Classroom Teacher |
| Cunningham, Loretta | Classroom Teacher |
| Anderson, Lorraine | Classroom Teacher |
| Ferreira, Manoel | Classroom Teacher |
| Harris, Noreen | Principal |
| Huddleston, D | Classroom Teacher |
| Lawrence, Joseph | Classroom Teacher |
| Forbes, Denise | Other |
| Touloupas, Zoe | Classroom Teacher |
| McCray, Eugene | Classroom Teacher |
| Owens-Thompson, Linda | Assistant Principal |
| Shumate-Davis, Janice | 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 | | NDA | | | | College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT) | 12.2 | 14.2 | 16.2 | 18.2 |
| 10th Grade - PLAN Average PLAN score | | 13.5 | 15.6 | N/A | N/A | 5-Year Graduation Rate % of students who have graduated within 5 years | 36.6 | 60.0 | 65.0 | 70.0 |
| 11th Grade - ACT Average ACT score | 14.4 | 12.9 | 15.0 | 16.5 | N/A | College Enrollment % of graduates enrolled in college | 68.8 | 70.0 | 75.0 | 80.0 |

| EPAS Growth | SY2013 Goal | SY2014 Goal |
|---|-------------|-------------|
| EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN | #VALUE! | #VALUE! |
| PLAN to ACT Average growth from Spring PLAN to SPRING ACT | 0.9 | #VALUE! |

Climate & Culture

| All Grades | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal | SY2011 | SY2012 Goal | SY2013 Goal | SY2014 Goal | |
|---|--------|-------------|-------------|-------------|---|-------------|-------------|-------------|------|
| Attendance Rate Average daily attendance rate | 72.0 | 80.0 | 85.0 | 90.0 | Misconducts Rate of Misconducts (L4-6) per 100 | 43.4 | 25.0 | 20.0 | 15.0 |
| Freshman On-Track % of Freshman Students on-track | 48.8 | N/A | N/A | N/A | Sophomore On-Track % of Sophomore students on track | 37.5 | 50.0 | N/A | N/A |



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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 | 20.0 | 30.0 | 40.0 | N/A | | PSAE Reading % of students exceeding state standards | 0.0 | 2.0 | 4.0 | N/A |
| PSAE Mathematics % of students meeting or exceeding state standards | 2.2 | 5.0 | 10.0 | N/A | | PSAE Mathematics % of students exceeding state standards | 0.0 | 2.0 | 4.0 | N/A |
| PSAE Science % of students meeting or exceeding state standards | 4.4 | 7.5 | 10.0 | N/A | | PSAE Science % of students exceeding state standards | 0.0 | 2.0 | 4.0 | N/A |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|--------------------------------|---|---|--|------------|
| DIMENSION 1: Leadership | Goals and theory of action -----> | | | 3 |
| | <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>School uses quarterly SMART goals, quarterly curriculum maps, Common Core State Standards Assessments, quarterly interim assessments, student performance data walls, ongoing professional teacher development (Common Core, Differentiated Instruction, PBIS, Data Analysis, Assessment, Life Space Crisis Intervention, Effective Grant Writing), functional Instructional Leadership Team, ongoing analysis of student achievement data, regular team meetings, ongoing action plans to increase student performance, monitor teaching and learning for the purpose of making informed decisions that guide classroom instruction, ongoing after school meetings for planning purposes. Additional funds need to be</p> | |
| | 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>The Principal has created a collaborative learning culture for both teachers and students (i.e., weekly professional development, common planning meetings, sharing data with students, and student self-reflection.)</p> <p>Additional funding is needed in order to effectively maintain communication to all stakeholders.</p> <p>The Principal routinely provides content level staff development activities for teachers.</p> <p>The Principal has established a peer mentoring program for new teachers.</p> <p>The Principal has determined the Target Instructional Area (TIA) and has charged the Instructional Leadership Team with infusing the focus of the TIA (Reading and writing across the curriculum with emphasis on vocabulary) throughout the building.</p> <p>The Principal provides two college and career coaches who work along with school guidance counselors in articulating our mission's focus on post secondary education.</p> <p>The Principal provides communication tools such as the school's website, bi-monthly newspaper, LSC</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|--|------------|
| Teacher Leadership -----> | | | 3 |
| <ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. | <ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools | <p>Teachers are invested in the success of the school through leadership, cooperation and collaboration in one or more areas: ILT membership, core content area team meetings, weekly department meetings, grade level meetings, union representation, SIPAAA/CIWP, weekly administration team meetings, family liasons, informal teacher meetings, teacher mentors, data teams, students in need of temporary living assistance program and various after school programs.</p> <p>Instructional Leadership Team (ILT) has a voice in programs implemented to ensure the school's success.</p> <p>Additional funding needs to be allocated in order to effectively maintain aforementioned supportive school programs.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|--|--|--|------------|
| Instructional Leadership Team (ILT) -----> | | | |
| <ul style="list-style-type: none"> The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. ILT engages in changes to practice in response to voiced concerns. ILT analyzes student test data if new data is available. | <ul style="list-style-type: none"> The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. The ILT leads the work of improving teaching and learning school-wide The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly | <p>The ILT consists of the Department Chairs, teachers, ESP and ancillary staff.</p> <p>The ILT leads professional development focusing on student needs, improving best instructional practices, monitoring and improving student outcomes, establishing common achievement goals and developing action items for improvement.</p> <p>ILT produces a weekly bulletin reflecting input and information from all staff members.</p> <p>The ILT regularly analyzes qualitative and quantitative data to effectively improve student achievement using GAINS, EPAS, WorkKeys, grades, attendance, student behavior, and the overall school culture.</p> <p>The ILT reviews current educational research to improve teaching and learning.</p> <p>The ILT provides periodic performance management reviews for check and balance purposes.</p> | 3 |
| Monitoring and adjusting -----> | | | |
| <ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. | <ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. | <p>Regular department meetings, grade level meetings, administrative team meetings, administrative one-on-one conferences with teachers, pre and post conference meetings and classroom observations allow for collaborative assessment, adjustments and improvements to insure compliance with the established standards and expectations.</p> <p>Additional funding for staff acquisition of Best Practices may be necessary.</p> | 3 |

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|---|--|---|---|------------|
| DIMENSION 2: Core Instruction | Curriculum -----> | | | 2 |
| | <ul style="list-style-type: none"> Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. Short- and long-term plans do not consistently differentiate by learner need. | <ul style="list-style-type: none"> Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. Each grade level or course team develops/uses common units of instruction aligned to the standards. Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills. | <p>Illinois State Standards, College Readiness Standards, Common Core State Standards (CCSS) guide the curriculum maps, class syllabi and common lesson plans with accommodations and modifications as indicated in IEP's.</p> <p>Departments develop and implement common units and five week assessments that are aligned to standards.</p> <p>Content rich school texts are used for instruction and exposes all students to a grade appropriate level of complexity to at least the CCSS recommended levels by grade band.</p> <p>Lessons, units and quarterly curriculum maps include support necessary to ensure that students with IEPs are able to gain core content knowledge and skills.</p> <p>Additional funding is needed to enhance and supplement technology, manipulative resources, non-fiction ebooks to supplement text books, and various supplies to support project</p> | |
| | Instructional materials -----> | | | 2 |
| | <ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. | <ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). | <p>Each grade level has received some technological resources, textbooks, workbooks, test preparation materials, classroom library, auxiliary text, software and other resource materials that are aligned with standards by content area.</p> <p>Instructional materials are supportive of students with disabilities.</p> <p>Illinois State Standards, College Readiness Standards, Common Core State Standards (CCSS) guide the curriculum maps, class syllabi and common lesson plans with accommodations and modifications as indicated in IEP's.</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 -----> | | | 2 |
| <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>Departments analyze the data which drives their instruction. Students fall into tiers according to the most current assessment, that data is analyzed every five weeks and in turn drives classroom instruction with a focus on moving students to the next tier. Students are assessed on the following: student work, student participation, formative and summative testing, performance tasks, project based assignments, writing assignments such as research papers, prompt response essay writing, analytical writing and persuasive writing throughout all departments pursuant to our TIA (reading and writing with a focus on vocabulary). Course curriculum with modifications are in place to ensure that students with disabilities are able to appropriately demonstrate their knowledge and skills based on the students' IEP's.</p> <p>Addition funding is needed to effectively train staff in assessment to meet CommonCore Assessment Standards.</p> | |

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| Typical School | Effective School | Evidence | Evaluation |
|---|---|---|------------|
| Instruction -----> | | | 2 |
| <ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. | <ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. | <p>Teachers are encouraged to attend national and local professional seminars that focus on the school targeted instructional area which includes reading and writing across the curriculum, with emphasis on vocabulary enrichment. Based on the CCSS teachers will develop curriculum maps and use course objectives to guide instruction. Teachers use the following, but are not limited to, instructional strategies, WorkKeys, Bloom's Taxonomy, QAR, and differentiated instruction.</p> <p>Teachers follow school wide expectations set forth at the beginning of the school year. This is communicated to the students through course syllabi, posting expectations in the classroom and discussions with students.</p> <p>Teachers scaffold instruction to ensure all students, including students with disabilities, access complex texts and engage in complex tasks.</p> <p>Teachers use formative and summative assessments during instruction to monitor student progress and to check for student</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|------------------------------|---|---|---|------------|
| | Intervention -----> | | | 2 |
| | <ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. | <ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. | <p>Credit recovery and tutorials, in the core subjects are offered throughout the school year to help increase graduation rates. Students who are in need of multiple credit recovery are offered evening school, Saturday School and on line courses. Remediation plans are done every five weeks. Progress reports are issued every five weeks which require parent signatures; phone calls are made daily, letters are sent home, contracts are prepared between students, parents, and teachers, e-mails are sent, and parents are encouraged to access the parent portal system. Interventions at the secondary school level include small group instruction, double blocks in literacy, optional before and after school tutoring, one on one support, pull out special educational students for additional help, and peer tutoring.</p> <p>Social and emotional interventions, and RTI are provided,</p> | |
| Professional Learning | Whole staff professional development -----> | | | 2 |
| | <ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. | <ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. | <p>Weekly staff development is provided and mandated. Funding is required for professional development, as stated above in Dimension 1: Leadership.</p> <p>Outside and area network facilitators provide hands-on and interactive professional development.</p> <p>Evaluation forms are completed by all staff at the conclusion of every professional development session and the surveys are monitored by the ILT for feedback to the staff and administration. Funding is required for the ILT to assess the feedback and implement adequate changes as needed.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|-----------------------|--|---|---|------------|
| DIMENSION 3: I | Grade-level and/or course teams -----> | | | 2 |
| | <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>Protocols are in place for team collaboration. Departments meet at a minimum of once a week to analyze formative assessment data, to plan instruction, to discuss progress-monitoring data for students including those receiving intervention.</p> <p>Collaboration between grade level and course teams include: general education, special education, world language teachers and other specialists.</p> <p>Funding is required provide substitute teachers so course teams can go into the field to explore best practices of other schools.</p> | |
| | Instructional coaching -----> | | | 3 |
| | <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>New teachers are assigned an experienced mentor in his/her subject area. They meet weekly to plan and to discuss problems or difficulties for the purpose of developing strategies to correct or improve.</p> <p>Each teacher has an instructional development plan tailored to his/her teaching style. Teachers consistently receive quality feed back during their mentoring sessions, departmental meetings and professional development. Peer coaching and cross classroom observation are used as a form of coaching.</p> | |

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| | Typical School | Effective School | Evidence | Evaluation |
|---|--|---|---|------------|
| DIMENSION 4: Climate and Culture | High expectations & College-going culture -----> | | | 2 |
| | <ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. | <ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice | <p>During classroom instruction teachers regularly connect content to skills required to be successful in college or in the work force. School wide goals include senior seminar, classes which provide students with the opportunity to explore post secondary opportunities. Every student has an opportunity to avail themselves of programs that provide for leadership development and provide for their voices to be heard.</p> <p>Funds needed to provide materials to implement a clear communication of expectations and culture to students and staff, speakers to inform students of their post secondary options,</p> | |
| | Relationships -----> | | | 2 |
| | <ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. | <ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. | <p>All students, including students with disabilities, have access to adult advocates who care about them deeply and support them in achieving their goals. These advocates are in-school staff and in-school external partners.</p> <p>Funding is needed for activities to build student leaders, for students and staff to build relationships outside the classroom to develop and demonstrate leadership.</p> | |
| Behavior & Safety -----> | | | 2 | |
| | <ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. | <ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. | <p>The school has developed a school wide behavioral expectations matrix for implementation during the 2012-2013 school year. This matrix includes the following overall objectives; be respectful to self, others and property; be responsible, which includes, be there, be on time and be prepared; be safe, which includes, adherence to uniform dress code; keep hands, feet and objects to yourself; be proactive, which includes, plan ahead, study, ask questions and seek assistance when needed. The school has a common, tiered,</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 5: Family and Community Engagement | Expectations -----> | | | 2 |
| | <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. | <p>Principal provides ongoing information to families through monthly newsletters, correspondence, LSC, PAC, all call to student homes, assemblies with students and parents as well as an open door policy.</p> <p>Teachers provide ongoing information to families through syllabi, parent-teacher conferences, phone conferences, emails, parent portal, correspondence, report card pick-up, progress reports, and student contracts.</p> <p>School routinely provides parents with information regarding all levels of mobility.</p> <p>Funding is needed to effectively maintain communication to all stakeholders.</p> | |
| | Ongoing communication -----> | | | 2 |
| | <ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. | <ul style="list-style-type: none"> Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs. | <p>Teachers and other school staff provide ongoing information to families through syllabi, parent-teacher conferences, phone conferences, e-mails, parent portal, correspondence, report card pick-up, progress reports, and student contracts.</p> <p>Funding is needed to effectively maintain communication to all stakeholders.</p> | |
| Bonding -----> | | | 2 | |
| | <ul style="list-style-type: none"> The school has a business-like atmosphere. School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <ul style="list-style-type: none"> The school establishes and non-threatening, welcoming environment. The principal leads the work to empower and motivate families and community to become engaged. School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc. | <p>The school maintain positive relationships with parents, community, and external partners by inviting them to various in and out of school activities and functions .</p> <p>Funding is necessary to facilitate and support after school programs and to provide frequent opportunities for stakeholders to participate in authentic and engaging activities in the school community---like, 21 century job readiness programs for parents, team building activities, parent training programs, and parent resource room.</p> | |

School Effectiveness Framework

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| | Typical School | Effective School | Evidence | Evaluation |
|--|---|--|--|------------|
| 6: College and Career Readiness Supports | Specialized support -----> | | | 2 |
| | <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>The school maintain positive relationships with parents by conducting proactive and ongoing intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies, such as, Knock at Midnight, and Chicago Youth Centers.</p> | |
| | College & Career Exploration and election -----> | | | 2 |
| | <ul style="list-style-type: none"> Information about college or career choices is provided. | <ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. | <p>The school informs parents and students of upcoming college tours that exposes them to a variety of options available to the student both in and outside the Chicago area, such as, Certified Avid Program, Dual Enrollment Program, College Fairs, College Preperation Classes, ACT Test preparation, Work Keys, college</p> | |
| Academic Planning -----> | | | 2 | |
| <ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. | <ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. | <p>The school provides college fairs (both in-house and external visits) where two and four year college admisssion representatives, trade schools, and military recruiters are available to inform and answer questions for both students and parents. The school assesses academic course rigor and student achievement during common planning time and after school planning time. Students are given the opportunity to enroll in AP classes in their junior and senior year of high school, as well as, participating in dual enrollment programs at the college level, opportunities to be involved in AVID, scholarship assistance and carrer readiness</p> | | |
| Enrichment & Extracurricular Engagement -----> | | | 2 | |
| <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>The students are provided with a variety of sports teams, female and male mentoring programs, art club, exercise club, Color Guards, band, choir, Debate Team, Spanish Club, Book Club, Sign Language Club, Dance Club, Martial Arts Club, Gallery 37, and other</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 -----> | | | 2 |
| | <ul style="list-style-type: none"> Students do not participate in college and career ready assessments | <ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. | <p>The school prepares the student for post-secondary education through senior seminar classes and all juniors are enrolled in ACT prep classes, Dual Enrollment, Certified AVID, computer classes, career readiness classes, trade school opportunities, and military opportunities.</p> | |
| | College & Career Admissions and Affordability -----> | | | 2 |
| | <ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. | <ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. | <p>During school open house, registration and report card pick-up the school provides parents the opportunity to register for their FASFA pin, ensure that all students apply to at least 5 colleges or universities, and post-secondary coach helps students research and apply for scholarships and grants. All AVID classes encompass the above.</p> | |
| Transitions -----> | | | 2 | |
| | <ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. | <ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. | <p>The school provides senior students with a Senior Exit Questionnaire to help students think and prepare for their future opportunities relating to College and Career Readiness. The school provides transition experiences for juniors and seniors by providing speakers to share college experiences.</p> | |

School Effectiveness Framework

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

| | Typical School | Effective School | Evidence | Evaluation |
|--|---|---|---|------------|
| DIMENSION 7: Resource Alignment | Use of Discretionary Resources -----> | | | 2 |
| | <ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. | <ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. | <p>School distributes discretionary funds to promote student growth both academically and socially through the funding of field trips, after school tutoring and standardized test prep programs. Recently, the school funded trip to Washington D.C. to participate in the Close Up Program which provides students exposure to the legislative process and current political issues. Funding is necessary to provide students with access to this enrichment program.</p> | |
| | Building a Team -----> | | | 2 |
| | <ul style="list-style-type: none"> Hiring is conducted after a vacancy or expected vacancy is identified. All or nearly all applicants have little to no prior connection to the school. Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. Grade/course teams are not intentionally designed. | <ul style="list-style-type: none"> Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. School actively works to build a pool of potential staff members through internships and part-time work. A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. Grade/course teams are assembled to include the needed combination of knowledge and expertise. | <p>ILT and school team members participate to interview teacher talent. A multistep interview process is implemented. Course teams are in place and meet regularly. On going professional development is provided to develop a high quality team of educators and professional learning community. Funding is necessary to provide professional development opportunities, team building experiences, and new teacher mentoring program.</p> | |
| Use of Time -----> | | | 2 | |
| | <ul style="list-style-type: none"> School schedule is designed based on number of minutes per subject or course. Teacher collaboration time is limited or occurs only before/after school. Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses. | <ul style="list-style-type: none"> School designs a "right fit" schedule based on student needs and school-wide growth goals. The school schedule allows for regular, meaningful collaboration in teacher teams. Struggling students receive structured intervention in dedicated blocks. | <p>Grade level teams along with the inclusion teachers meet to collaborate on a weekly bases to ensure that instruction meets the needs of all students. Funding is necessary to provide for after school collaborative team meetings and support to provide struggling students with interventions necessary to ensure academic and social success.</p> | |

Mission & Strategic Priorities

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

Mission Statement

The mission of the High School of Leadership at South Shore is to empower students to become productive contributors in their community and the world. We are committed to educating the whole-child through a strong academic program that includes character development, community service as well as social and emotional development.

Strategic Priorities

| # | Priority Description: Write in the description of your priority. | Rationale: Write in your rationale (see instructions for guiding questions). |
|---|---|--|
| 1 | Provide differentiated grade specific enrichment programs to support juniors and seniors through Junior/Senior Successful Pathways to increase student achievement and ACT scores. | Current juniors have only shown a 1.3 increase from Explore to PLAN, cohort 2013 fall 2009 Explore was 11.7: Fall 2010 was 13.1: EPAS growth at the school has been less than 2% points growth, therefore there is a need to identify students who need extra support to increase their ACT results. This data is based upon the school's report card from the dashboard and students are below district level on ACT. |
| 2 | Provide support and incentives to increase student attendance and to maintain a positive culture and climate. | Overall student attendance for FY2011-2012 was 72.13 %, which is 7.87% below the CPS mandatory district-wide goal of 80%. Grade level attendance rates show that Sophomore FTD attendance rate was 74.69%, Juniors 69.80% and Seniors 71.97%. Monthly attendance show that Oct. 68.5%, Dec. 69.5%, Feb. 66.9% and June 51.7% are critical months when attendance decreases. |
| 3 | Provide support for increasing students readiness for on time graduation and completion of F55 program for college enrollment. The F55 program will provide counseling to all seniors and will set the expectation that each senior will complete FAFSA, 5 college applications and 5 scholarship applications. | When students leave high school and enter post-secondary institutions upon graduation they are more likely to have a positive influence and contribute to their community. Increase the likelihood that students graduate on time and enroll in college. Prior to the FY2011-2012 academic year as four separate schools all schools were below 60% (SoL: 55.3%, SoA: 59.7%, SoE 56% and SoT: 53.3%) |
| 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 |
|--|--|
| Provide differentiated grade specific enrichment programs to support juniors and seniors through Junior/Senior Successful Pathways to increase student achievement and ACT scores. | Current juniors have only shown a 1.3 increase from Explore to PLAN, cohort 2013 fall 2009 Explore was 11.7: Fall 2010 was 13.1: EPAS growth at the school has been less than 2% points growth, therefore there is a need to identify students who need extra support to increase their ACT results. This data is based upon the school's report card from the dashboard and students are below district level on ACT. |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|--------------------------|---------------------|--|-------------|-------------|----------|-----------------------|
| Enroll all juniors in ACT prep classes | Other | All | Counselors and Programmer | Quarter 1 | On-going | On-Track | N/A |
| Access to computer lab twice a week | Equipment/Technology | All | Teacher | Quarter 1 | On-going | | |
| Obtain ACT test prep book/online test prep | Instructional Materials | All | Department Chairs and Principal | Quarter 1 | On-going | | |
| ACT bootcamp | Instruction | All | Assistant Principal, Students, Consultant | Quarter 1 | Quarter 4 | | |
| Summer ACT instructional seminar for targeted students | Instruction | Other student group | Teachers and Administrators | Summer 2012 | Summer 2012 | | |
| Differentiated Instruction supports | Professional Development | All | Teachers and Administrators | Quarter 1 | On-going | | |
| Analyzing formative and summative data to make instructional decisions | Professional Development | All | Students, Teachers Consultant, Counselors and Administrators | Quarter 1 | On-going | | |
| Academic intervention (credit recovery) | Instruction | All | Teachers and Administrators | Quarter 1 | On-going | | |
| Parent and community enrichment programs focused on literacy. | Parental Involvement | All | School Community | Quarter 1 | On-going | | |
| Initiate and Implement Junior/Senior Successful Pathways - Identify rising juniors with a composite PLAN score of 16+, focus is blended curriculum, inquiry based reading, inquiry based writing, everyday mathematics, post-secondary development on social emotional development. | Instruction | All | Teachers, Administrators, post-secondary team, Consultant and counselors | Summer 2012 | On-going | | |



Strategic Priority 2

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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 |
|---|--|
| Provide support for increasing students readiness for on time graduation and completion of F55 program for college enrollment. The F55 program will provide counseling to all seniors and will set the expectation that each senior will complete FAFSA, 5 college applications and 5 scholarship applications. | When students leave high school and enter post-secondary institutions upon graduation they are more likely to have a positive influence and contribute to their community. Increase the likelihood that students graduate on time and enroll in college. Prior to the FY2011-2012 academic year as four separate schools all schools were below 60% (SoL: 55.3%, SoA: 59.7%, SoE 56% and SoT: 53.3%) |

Action Plan

Monitoring

| Milestones | Category | Target Group | Responsible Party | Start | Completed | Status | Comments & Next Steps |
|---|---------------------------|--------------|-------------------------------------|-------------|-----------|--------|-----------------------|
| Ensure seniors are enrolled in senior seminar classes | Other | All | Post-secondary coach and counselors | Quarter 1 | Quarter 4 | | |
| Expose students to different types of post-secondary institutions through college fairs | Other | All | Post-secondary coach and counselors | Quarter 1 | On-going | | |
| Have students complete an interest inventory | Equipment/Technology | All | Post-secondary coach and counselors | Quarter 1 | On-going | | |
| Using the internet research colleges, university, or trade schools that pertain to their interest | Equipment/Technology | All | Post-secondary coach and counselors | Quarter 1 | On-going | | |
| Expose students to different types of post-secondary institutions through field trips | Instructional Materials | All | Post-secondary coach and counselors | Quarter 1 | On-going | | |
| Have students complete at least five college applications | Equipment/Technology | All | Teachers and post-secondary coach | Quarter 1 | On-going | | |
| Scholarship writing seminars | After School/Extended Day | All | Post-secondary coach and counselors | Summer 2012 | On-going | | |
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Strategic Priority 3

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