



South Shore International College Prep HS School

South Side High School Network



2012-2014 Continuous Improvement Work Plan

ISBE ID: 150162990250860

School ID: 610547

Oracle ID: 46631

Mission Statement

In partnership with parents, staff and the world community, South Shore International College Prep students will be exposed to a curriculum that immerses an individual in a rich and safe environment to obtain awareness of foreign cultures through language, studies, and interactive field experiences. Our expectation is that students obtain and apply skills necessary for college preparedness, global citizenship, and medical health careers both domestic and abroad.

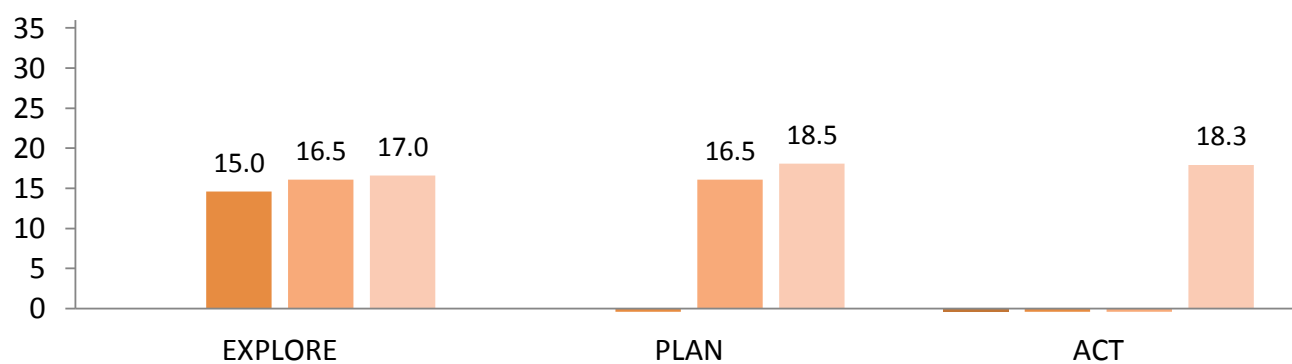
Strategic Priorities

1. Establish partnerships to support academic and co-curricular programs
2. Curriculum development and alignment to common core state standards and school vision
3. Recruitment of high performing students and staff

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:	South Shore International College Prep HS 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
Dr. Beryl Shingles	Principal
Ms. Deborah Carter	Assistant Principal
Mr. Laurenton Ghent	Counselor/Case Manager
Mr. Vincent Hathhorn	Counselor/Case Manager
Ms. Taneka Taylor	Classroom Teacher
Ms. Lauren Lucchesi	Classroom Teacher
Ms. Scenecia Curtis	Classroom Teacher
Ms. Emily Berna	Classroom Teacher
Ms. Romel Coleman	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	15.0	16.5	17.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	NDA	NDA	NDA	NDA
10th Grade - PLAN Average PLAN score		NDA	NDA	16.5	18.5	5-Year Graduation Rate % of students who have graduated within 5 years	NDA	NDA	NDA	NDA
11th Grade - ACT Average ACT score	NDA	NDA	NDA	NDA	18.3	College Enrollment % of graduates enrolled in college	NDA	NDA	NDA	NDA

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.5	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	#VALUE!	1.8

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	NDA	87.0	91.0	93.0	Misconducts Rate of Misconducts (L4-6) per 100	NDA	50.0	15.0	15.0
Freshman On-Track % of Freshman Students on-track	NDA	87.0	92.0	95.0	Sophomore On-Track % of Sophomore students on track	NDA	NDA	90.0	93.0



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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	NDA	NDA	NDA	39.0		PSAE Reading % of students exceeding state standards	NDA	NDA	NDA	26.0
PSAE Mathematics % of students meeting or exceeding state standards	NDA	NDA	NDA	27.6		PSAE Mathematics % of students exceeding state standards	NDA	NDA	NDA	18.7
PSAE Science % of students meeting or exceeding state standards	NDA	NDA	NDA	16.0		PSAE Science % of students exceeding state standards	NDA	NDA	NDA	8.0

School Effectiveness Framework

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	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. 	<ol style="list-style-type: none"> 1) School goals and focus: MEL-Con and Thesis, rubrics developed by English dept (90% of students will be able to write a well structured MEL-Con essay with emphasis on the thesis statement with 85% accuracy. 90% of students will identify the main idea and supporting details in an uncomplicated and complicated text with 85% accuracy, at their stretch score band from CRS). 2) Decreased failure rate, FOT 87% goal, ideas for increasing FOT, but no one clear step by step plan for second semester. 3) Each dept has interim assessment goals and focus with curricular alignment to acheive goals. 4) We identified areas of academic need, set goals, participated in professional development, and implemented strategies to meet goals stated above. 	
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. 	<ol style="list-style-type: none"> 1) Professional development system has been established by principal and was created based on teacher input: focus on the MEL-Con and strategies for main idea and supporting details. We have had series of PD focused on differentiation and instructional rounds, so we can ensure all students are meeting the goals. Furthermore, we have had sessions focused on the instructional core, and read a book on instructional rounds provided by principal. 2) A PD committee has been established and is fully responsive to teacher needs. Teachers have a clear voice in determining PD needs Principal sends teachers to PD to learn protocols to improve meeting efficiency and effectiveness. 3) Still developing instructional rounds implementation to support the instructional goals. 4) Principal requires assessments that are aligned to college readiness skills and that include higher-order thinking skills. 5) Principal directs phone blasts, regular mailings of notices and PAC calendars. We do have a Parental Advisory Council, and Dr. Shingles is working to improve the involvement of more families. 6) Principal observes instructional practice, systems are established, drive for continuous improvement is present through continuous focus on professional development topics and is data driven, but is not individualized. 7) Principal directed Special Education communication is regular, efficient, and supportive. 	

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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 	<ol style="list-style-type: none"> 1) Almost all teachers perform multiple roles in leadership areas in the school, but more teachers should be involved in the major decision making roles. 2) All teachers involved in weekly PD. 3) All teachers have been placed in some leadership role, but not all teachers are active in their roles. 4) There are teachers with multiple leadership roles, which limits focus on a specific task or goal. 5) Each teacher has equity of voice, not all teachers exercise their voice. 6)Core presence in ILT, but limited input from non-core staff. 7)Teachers regularly present PD and practices to all staff after outside PD. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<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>ILT analyzes student test data, FOT, attendance, and professional development needs of staff. Splits focus between teaching and learning and other day to day operational and instructional tasks.</p> <p>Does not have regular representation of special education</p> <p>Representation was identified for each department, however, there is inconsistencies in attendance and effort from some members. There is a need to closely monitor attendance and engagement.</p> <p>Discusses student achievement data, on track data, creates strategic plans for improvement, instructional and curricular development</p> <p>ILT members took ownership over topic discussion and meeting facilitation.</p>	
Monitoring and adjusting ----->			3
<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. 	<ol style="list-style-type: none"> Every core teacher analyzes interim assessment data and common assesment data, meets with department and principal for action planning around school's instructional goals. Formative and summative assessments are frequently discussed and analyzed. School/team-wide strategies are developed and implemented. The use of homogeneous grouping based on data is used and reflected upon. For interim assessments, teachers do not decide which skills are measured, and skills change from quarter to quarter. 	

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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. 	<ol style="list-style-type: none"> All core teachers use a scope and sequence that are aligned with state and CRS standards. Core teachers plan together twice a week and map units. Most core teachers create their own supplementary text that is grade-appropriate. English, Social Science, and Science have developed interdisciplinary units and projects. We had curriculum-development days to map scope and sequence, including CRS skill needs, based on interim assessment data. SS and Sci do not have final CCSS; implementation is a work in progress. There is a need for better alignment between general and special education instructional curricula. 	
	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). 	<ol style="list-style-type: none"> Teachers provide resources for ELL learnings on a case by case basis. Teachers create their own text/worksheets/materials that are differentiated. All teachers assess by standards. Textbooks chosen by teachers and supplementary materials are often used. Textbooks may not be fully supportive of students with disabilities or ELLs. We work with librarian and across curricula to incorporate the best and most authentic materials in classes. 	
<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 ----->			3
<ul style="list-style-type: none"> • School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need. 	<ul style="list-style-type: none"> • School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills. 	<ol style="list-style-type: none"> 1) School wide data not always available, especially immediately. 2) Comprehensive assessments used, but diagnostics inconsistent. 3) Interim assessments do not always provide complete picture of student learning. Also not available immediately. 4) Course assessment methods do align with standards and modifications are made. 5) Teachers create ACT-like assessments for use in class that mirror actual instruction. 6) Science and Social Science developed and implemented two school-wide project based assessments. 7) Science and Social Science use laboratory-based learning and assessment activities in class. 8) Final assessments require higher-order thinking skills. 	

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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. 	<ol style="list-style-type: none"> 1) Teachers regularly communicate the learning objectives to students. 2) Some teachers use high and low level questions throughout the learning cycle. 3) Some teachers utilize state-standard based objectives as daily objectives. 4) Teachers regularly use formative assessments during class. 5) Most objectives are aligned to standards. 6) Teachers use tiering . 7) There is not a clear and consistent framework in place for writing objectives (what should objective be based on? CRS skills, common core, standards, content?). 	

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	Typical School	Effective School	Evidence	Evaluation
	----->			3
	Intervention			
	<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. 	<ol style="list-style-type: none"> Interventions are not consistently provided. We schedule students for an additional period of literacy and/or math based on ISAT scores. Interventions were developed by ILT, but need closer monitoring. Interventions are closely monitored by individual teachers and teams. We have homework center and tutorials available for all students. We have a need for in-depth diagnostic assessments. Some students have one-on-one support provided by their IEPs. The size of the social science, reading, and math support classes were reduced to provide more individualized support. There was intercession recovery, individualized recovery plans, and evening school. 	
	----->			3
	Whole staff professional development			
Professional Learning	<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. 	<ol style="list-style-type: none"> We have a year-long focus for whole staff PD (MEL-Con, writing, main ideas, differentiation and instructional rounds), and additional PD based on school goals The Curriculum Framework Project has provided us with support in curriculum development and the development and acquisition of supplementary materials We need to implement our method for monitoring effectiveness of PD (instructional rounds) We have a need for evaluation after each PD session and should utilize CPS University to a greater extent We have a dedicated PD committee that is fully responsive to teacher needs and input. We have dedicated weekly professional development based on teacher input and is mainly teacher led. 	

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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. 	<ol style="list-style-type: none"> Twice weekly course team meetings. Some focus strongly on lesson planning. For others, there is a focus on a mix of activities that change from week to week, without regular cycles. Weekly all staff meetings. Teacher teams share ownership of outcomes on formative and district assessments. Teacher teams work together to develop goals. Teacher teams are inclusive of general education, special education, and other specialists, but attendance is not consistent. Each team is supported by an ILT member (all core departments have an ILT member) and a team leader (principal or counselor). Some teams use protocols and norms for discussion, but not all. 	
	Instructional coaching ----->			1
	<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. 	<ol style="list-style-type: none"> We have no coaching plan in place. There is no additional support for new teachers. No teachers have individual professional development plan. Feedback occurs rarely, most often after principal observation and in a formal setting. Have begun discussion on instructional rounds. 	

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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 	<ol style="list-style-type: none"> 90% of the student freshmen body attended at least one college tour trip. Select students attended an out-of-state college tour trip over spring break. Some teachers have college brochures and extended summer opportunities posted in the classroom. We do not have a resident post-secondary coach in place. There is an AP course offering for freshmen, with a focus on potential college credit. College Readiness Skills are posted and emphasized throughout instruction. Counselors met with all students during an English class to discuss grade point averages and transcripts in the context of college admissions. 	
	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. 	<ol style="list-style-type: none"> Students with disabilities are included and engaged in both physical and social opportunities. Some students have clear mentors that assist with academic and social needs. Students have an opportunity to conference with adults prior to progressive discipline measures. At least 90% of students have met with their counselor and have an ongoing relationship with them. Staff frequently meets with students after school. Time for personal reflection is built into many courses. Multiple after-school activities are available for students based on academic and creative interest. 	
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. 	<ol style="list-style-type: none"> An initial Positive Intervention Behavior System (PBIS) was underfunded and cut in the beginning of the year. Although we have a Safe Schools/Healthy Students program, we have a large % of students who cause daily disruption and negatively influence the learning environment. Adequate security staff is needed to maintain a safe, welcoming environment. As such, the school would benefit from tiered behavioral interventions for all students. Students participate in incentive-based activities for positive behavior reinforcements Students are eligible for behavioral support through the culture of calm and Community Schools Initiative Grants 	

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	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. 	<ol style="list-style-type: none"> Parent handbook should be in place and handed out to parents on first day of school. Uniforms Practices were not put into place until the second month of school due to delay in delivery. Transfer students should have loaner uniforms. A back to school parent night was held in the beginning of the year, where parents were given information about class expectations. A parent meeting was given in the beginning of the year to explain EXPLORE scores A session was held with parents in July about school expectations Parent meetings were held regarding freshmen on track and recovery plans for failing students. A syllabus and parent letter were sent home during the first week of school, and are also posted on the school website. 	
	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. 	<ol style="list-style-type: none"> Parents use website and teacher email as additional means of communication with teacher regarding the progress of their child. Teachers contact parents and log information. Grades are present in parent portal and parents are encouraged to use parent portal. Letters are sent home with important school information, when necessary. Phone calls are regularly made by staff to families notifying them of important information. 	
	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. 	<ol style="list-style-type: none"> Saturday enrichment, NATO summit, Sports, class presentations are some ways that parents are welcomed. Spanish lessons for parents. Parent volunteers for field trips. . Parents attend sporting events and other after school activities. Parents attend Saturday enrichment activities. Parents attend Saturday fitness activities. Parents volunteer to assist around the school. There are regularly scheduled PAC meetings. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			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. 	<ol style="list-style-type: none"> SGA services A Knock at Midnight (Truancy, attendance) Culture of Calm Safe Schools Healthy Students (Anger management and Support for dealing with traumatic events) Staff make home visits around a variety of needs 	
	College & Career Exploration and election ----->			3
	<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. 	<ol style="list-style-type: none"> We participate in What's Next Illinois. 90% of all students have been to at least one college tour, as freshmen. All students must take a college and career readiness class. For AP exam preparation, students selected universities to send their score reports to, which promoted discussion and exploration. Teachers integrate career options that are content-related. Students Skype with professors at Harvard University. 	
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. 	<ol style="list-style-type: none"> As a small, newly opened school, we do have limited course offerings. Our academic plan is a work in progress. We have completed the course sequence plans for all pathways present in the school. Each pathway offers several electives. The IB Diploma program has higher level and standard level course offerings. All other pathways include access to several AP course offerings. A plan is in place for students who are not enrolled in selective enrollment programs to move into these programs. Counselors met with English classes to discuss GPA, credits and graduation requirements. 		
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. 	<ol style="list-style-type: none"> As a small and newly opened school, our sports activities are limited. This year we had girls and boys basketball, cross country, track, cheerleading, pom poms, and swimming. There is a wide range of extra curricular activities available for students. There is an international club, student ambassadors, art club, drama club, technology 		

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. 	<ol style="list-style-type: none"> All assessments are aligned with ACT college readiness skills. Courses use ACT college readiness skills in planning curriculum and communicate these skills with students. Students take EXPLORE and quarterly district assessments, which are aligned to ACT college readiness skills. Students completed SCANTRON assessments. 80 students completed the AP Human Geography exam. All students enrolled in the AP course registered for the exam. 	
	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. 	College tours are offered - 9th grade families have not been informed about college options and costs	
Transitions ----->				
	<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. 	<ol style="list-style-type: none"> We have not had any high school to college transitions yet. We conduct student orientations, high school visit day, open house, recruiting events, and high school investigations to assist in the 8th to 9th grade transition. 	

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. 	<ol style="list-style-type: none"> School received funds from the Community Schools Initiative Grant and the Culture of Calm School allocated extended day time for curriculum development School purchased textbooks, technology, laboratory materials, art materials, and other supplementary resources. Each department recieved funds to provide supplementary resources. School funded bus costs for college tours. 	
	Building a Team ----->			1
	<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. 	<ol style="list-style-type: none"> One vacancy occurred during the school year, and it was filled quickly, but a sample lesson was not taught. A team approach to hiring was used for the initial hiring process. 	
Use of Time ----->				
	<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. 	<ol style="list-style-type: none"> Block scheduling was established to provide a comprehensive instructional program Block scheduling was established after teacher input Block scheduling allows teachers an opportunity for a double period course team meeting. This is used for effective and reflective planning. Student schedules represent academic and program specific needs Scheduling allows opportunity for intensive laboratories in Social Science and Science courses C-day scheduling allows for weekly professional development. Structured interventions were provided for student (Catapult Reading) Struggling readers and students struggling in math recieved an extra period of instruction. 	

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

In partnership with parents, staff and the world community, South Shore International College Prep students will be exposed to a curriculum that immerses an individual in a rich and safe environment to obtain awareness of foreign cultures through language, studies, and interactive field experiences. Our expectation is that students obtain and apply skills necessary for college preparedness, global citizenship, and medical health careers both domestic and abroad.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Establish partnerships to support academic and co-curricular programs	Given the unique foci of programs at SSICP, partnerships will be vital to assuring students are exposed to a rich set of realworld experiences and rigorous learning opportunities.
2	Curriculum development and alignment to common core state standards and school vision	In Fall FY2012, SSICP served its first class of freshman. The incoming average explore score was 13.6. This average score is significantly low given that the school will focus on serving accelerated learners.
3	Recruitment of high performing students and staff	Beginning in FY2013, SSICP will no longer have an attendance boundary. All programs will require an application process. In addition, FY2013 will be the first year of implementation for the Selective Enrollment program at SSICP. Active recruitment of qualified students will be a critical component for successful program implementation.
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
Establish partnerships to support academic and co-curricular programs	Given the unique foci of programs at SSICP, partnerships will be vital to assuring students are exposed to a rich set of realworld experiences and rigorous learning opportunities.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire a partnership director who will be responsible for overseeing partnership planning, coordinate implementation, and work with school leadership to measure success (including measurement of partner deliverables) by August 1st.	Staffing	All	Administrators, IB coordinator, CTE coordinator				
Evaluate the success of partnerships executed in FY2012, determine how these partners will play a role in FY2013	Other	All	Partnership Director, Administrators, IB coordinator, CTE coordinator				
Review each program type SSICP and identify the types of partnerships that will best meet identified needs. Set objectives for the number and types of partnerships that will be formed in FY2013 and FY2014	Other	All	Administrators, IB coordinator, CTE coordinator				
Obtain proposals from all potential partners that identify deliverables and clarify roles and responsibilities	Other	All	Administrators, IB coordinator, CTE coordinator				
Host quarterly outreach activities focused on partner recruitment	Other	All	Administrators, IB coordinator, CTE coordinator				
Establish quarterly focus groups with school and partner staff to get feedback about program implementation	Other	All	Administrators, IB coordinator, CTE coordinator				



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
Curriculum development and alignment to common core state standards and school vision	In Fall FY2012, SSICP served its first class of freshman. The incoming average explore score was 13.6. This average score is significantly low given that the school will focus on serving accelerated learners.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Hire an Instructional Specialist who will be responsible for driving the planning and supports needed integrate common core state standards into core instructional areas, by August 1st.	Staffing	Not Applicable	Administration	Summer 2012	Summer 2012		
Conduct summer PD series focused on Domain 1 (planning and preparation) of the Danielson framework for teaching	ILT/ Teacher Teams	Not Applicable	Administration & Instructional Specialist	Summer 2012	Summer 2012		
Assess staff needs and develop individual teacher learning plans for all staff. Tailor the assessment and supports to address varying program types and required teacher skills	Professional Development	Not Applicable	Administration & Instructional Specialist	Quarter 1	On-going		
Identify school wide priorities (areas of greatest need) and develop a school wide PD plan to address these needs.	Professional Development	Not Applicable	Instructional Specialist	Summer 2012	Summer 2012		
Create curriculum maps for each core curriculum areas	Instructional Materials	Not Applicable	Instructional Specialist & department chairs	Quarter 2	Summer 2013		
Complete an inventory of instructional materials and review for alignment with the common core	Instructional Materials	Not Applicable	Instructional Specialist & all teachers	Quarter 3	Summer 2013		
Provide a series of PD and supports focused on Domain 3 (Instruction) of the Danielson framework for teaching	Professional Development	Not Applicable		Quarter 1	Summer 2013		



Strategic Priority 2

Strategic Priority 3

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale
Recruitment of high performing students and staff	Beginning in FY2013, SSICP will no longer have an attendance boundary. All programs will require an application process. In addition, FY2013 will be the first year of implementation for the Selective Enrollment program at SSICP. Active recruitment of qualified students will be a critical component for successful program implementation.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Recruiting Students							
Hire a Recruitment Coordinator who will be responsible for outreach and marketing of all SSICP student recruitment activities, by August 1st.	Staffing	Not Applicable	Administration	Summer 2012	Summer 2012		
Meet with at least 3 school leaders for each of the unique programs offered at SSICP (CTE, SE and IB) to get insight into successful marketing practices	Other	Not Applicable	Recruitment Coordinator	Quarter 1	Quarter 2		
Establish well articulated program descriptions (including goals and priorities) for each program and develop a plan that will assure school wide culture that understands the purpose and design of each different program.	Other	Not Applicable	Recruitment Coordinator	Summer 2012	On-going		
Develop a strategic marketing plan (including marketing materials and a timeline of events) to recruit students to each of SSICP unique programs	Other	Not Applicable	Recruitment Coordinator	Quarter 1	Quarter 2		
Develop talking points and a Q & A to assure all staff can serve as advocates and messengers to the broader community.	Other	Not Applicable	Recruitment Coordinator	Summer 2012	Summer 2012		
Hold quarterly events that highlight student work and highly the program designs and open the events to the greater community	Other	Not Applicable	Administrators, Recruitment Coordinator, Instructional Specialist, program coordinators	Quarter 1	On-going		
Conduct frequent school tours, and establish an interactive website, that highlight the innovative approaches and successes at SSICP	Other	Not Applicable	Recruitment Coordinator	Summer 2012	On-going		



Strategic Priority 3

Recruiting Staff							
Develop an organizational chart, job descriptions, and a recruiting plan, that align with each of the schools specialty programs, to recruit highly quality teachers to SSICP. This process will be ongoing given that SSICP will be expanding grades through the FY2015 school year.	Other	Not Applicable	Administration	Summer 2012	On-going		
Complete staffing for FY2013 by August 1.	Other	Not Applicable	Administration	Summer 2012	Summer 2012		
Identify partnerships and sites that can enhance the staff recruitment process, especially for those positions that require unique or program specific qualifications.	Other	Not Applicable	Administration	Summer 2012	Summer 2012		
Assess specific programatic needs and begin recruiting for FY2014 by March 2013.	Other	Not Applicable	Administration	Summer 2012	Summer 2012		



Strategic Priority 4

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

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



Strategic Priority 5

Instructions: Develop milestones for each strategic priority that you will implement. Milestones are significant steps that a school must accomplish in the implementation of the strategic priority. Milestones are SMART (Specific, Measurable, Attainable, Realistic, and Time-bound). Indicate the category and group of students to which the milestone applies, the responsible party and the timeline. You will update the status and next steps throughout the year as part of your continuous improvement cycle.

Strategic Priority Description	Rationale

Action Plan

Monitoring

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