



2012-2014 Continuous Improvement Work Plan

Neal F Simeon Career Academy High School

South Side High School Network
8147 S Vincennes Ave Chicago, IL 60620
ISBE ID: 150162990250537
School ID: 609692
Oracle ID: 53061



Mission Statement

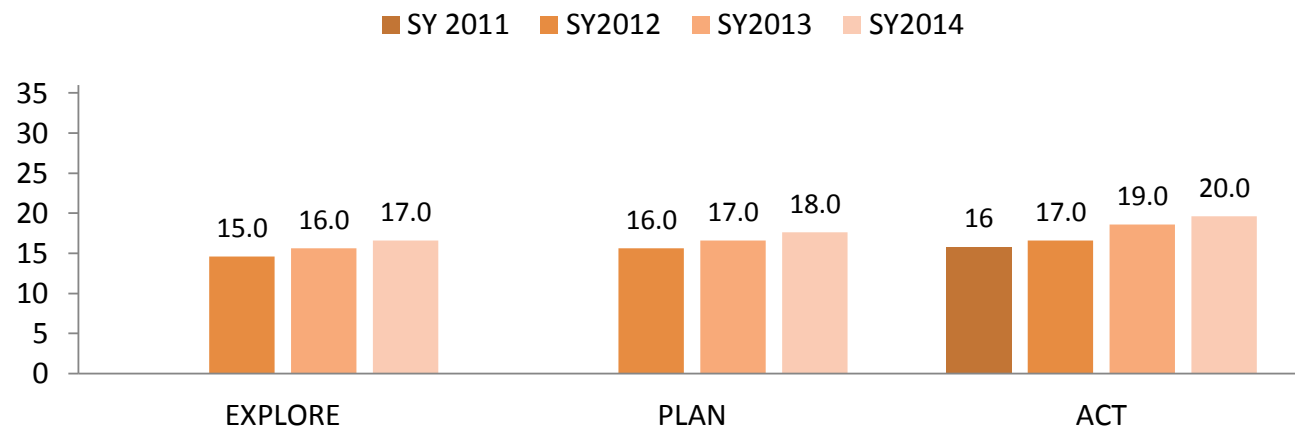
EXCELLENCE IS THE ONLY OPTION! Our mission is to provide academic, career, and learning opportunities that value, challenge and prepare student for responsible participation in the changing and world.

Strategic Priorities

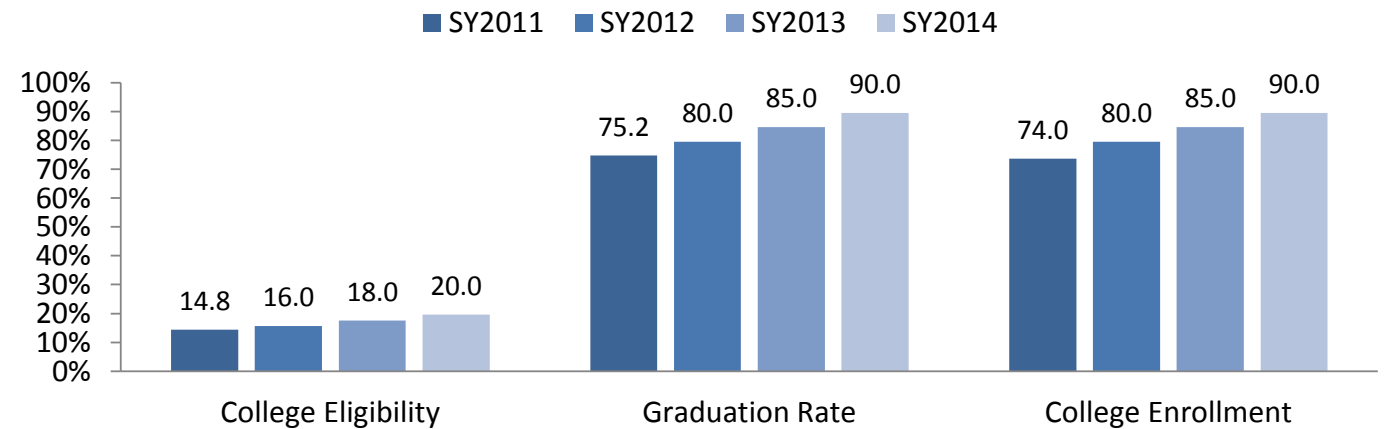
- 1. Our goal is to establish a linstructional Leadership Team comprised of the administration, Instructional Leads, and a Coordinator of Curriculum to support teaching and learning. We Provide teachers with support to improve instructional practices through 1). the implemtation of programs that foster mentoring and coaching , 2).
2. Our goal is to establish a curriculum that is clearly aligned with Common Core. We are working to develop/Implement a skill driven curriculum that is aligned with Common Core and the Framework For Teaching through the establashment of teacher led teams supported by the ILT, that will 1). vet the current curriculum, 2).
3. Our goal is to have a school atmosphere and culture that supports all students, especially our most volite population. We will support programs and staff members that provide the structures that address student's social emotional and academic needs through the implementation of programs that foster and promote "healthy"

School Performance Goals

EPAS Goals



12th Grade & Graduation Goals





# Continuous Improvement Work Plan 2012 - 2014



## Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at [www.cps.edu/CIWP](http://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:	Neal F Simeon Career Academy High School

**Developing a CIWP Team**

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team	
Name (Print)	Title/Relationship
Sheldon House	Principal
Ramona Fannings	Assistant Principal
Valerie Collins, Math Department Chairperson	Classroom Teacher
Keith Houghteling, Coordinator of Curriculum & English Department Chairperson	Classroom Teacher
Steven, Guarnieri, History Department Chairperson	Classroom Teacher
Austin, Prater, Science Department Chairperson	Classroom Teacher
Gregory Stapleton, CTE Department Chairperson	Classroom Teacher
Stephanie Davis, Special Education Department Chairperson	Classroom Teacher
Larry Polk, Fine Arts Department Chairperson	Classroom Teacher
Diane Harmon, Foreign Language Department Chairperson	Classroom Teacher
Lisa Roule, ILT Member	Classroom Teacher
Jennifer Richardson, ILT Member	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
<b>9th Grade - EXPLORE</b> Average EXPLORE score		14.1	15.0	16.0	17.0	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	14.8	16.0	18.0	20.0
<b>10th Grade - PLAN</b> Average PLAN score		15.3	16.0	17.0	18.0	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	75.2	80.0	85.0	90.0
<b>11th Grade - ACT</b> Average ACT score	16.2	14.7	17.0	19.0	20.0	<b>College Enrollment</b> % of graduates enrolled in college	74.0	80.0	85.0	90.0

EPAS Growth	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
<b>PLAN to ACT</b> Average growth from Spring PLAN to SPRING ACT	3.0	3.0

## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>Attendance Rate</b> Average daily attendance rate	78.6	83.0	90.0	95.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	2.1	2.0	1.5	1.0
<b>Freshman On-Track</b> % of Freshman Students on-track	68.5	75.0	80.0	85.0	<b>Sophomore On-Track</b> % of Sophomore students on track	58.2	65.0	75.0	85.0



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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>PSAE Reading</b> % of students meeting or exceeding state standards	18.2	23.0	28.0	35.0		<b>PSAE Reading</b> % of students exceeding state standards	0.7	10.0	15.0	20.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	16.5	20.0	25.0	40.0		<b>PSAE Mathematics</b> % of students exceeding state standards	0.0	10.0	15.0	20.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	7.3	12.0	17.0	40.0		<b>PSAE Science</b> % of students exceeding state standards	0.0	10.0	15.0	20.0

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps.</li> <li>The school has a plan but may have too many competing priorities.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>	<p>We have established goals that are directly aligned with district/state expectations. Although we have only made incremental growth we are aggressively working to move students toward meeting standards. This is done through a challenging and rigors instructional plan and curricular focus. Skill development and ability are the center of work. Our plan also includes remediation that does not sacrifice or challenge rigors instruction. We are working to stretch students while supporting their efforts and providing professional develop that supports teaching practices.</p>	
	<b>Principal Leadership</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Principal monitors instructional practice for teacher evaluations.</li> <li>School-wide or class specific vision is not consistently focused on college and career readiness..</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership</li> <li>Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement.</li> <li>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.</li> <li>Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.</li> </ul>	<p>The principal and members of the administrative team have created and implemented a professional learning system evlautes and supports teachers instructional practices. The system is aligned with the district, network, and school established goal to have the best teachers in front of students. School wide monthly professional development sessions are geared toward assisting teachers with understanding the learning cycle and student outcomes. Importantly, the conversations extend to to course team and departmental meetings that are attended by the administrative team. The principal takes part in the introduction, implementation, follow up, and reinforcement of the learning system. The principal reinforces the need to closely monitor the data and to plan accordingly.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p><b>Teacher Leadership</b> -----&gt;</p>			<p><b>2</b></p>
<ul style="list-style-type: none"> <li>• A core group of teachers performs nearly all leadership duties in the school.</li> <li>• A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels.</li> <li>• Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 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"> <li>-ILT membership</li> <li>-Grade/Course team lead</li> <li>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Although there has been shift to focusing on "student outcomes" and "rigorous teaching practices", we struggle in the area of teacher accountability. We work to enforce procedures that support academic growth. However, every teacher has not bought into the professional learning cycle. Because of this, there is energy that is not in total support of the programs, courses, plans of actions, and corrective plans. Although this is not the majority of the school, there are some who do not fully support or reinforce the cycles we have established that guarantee positive student outcomes. The ILT and Department Leads serve as the voice for each department. At times, theirs is the loudest voice in the room. Some are still not actively participating. There are uniformed expectations, goals, objectives, and plans of action for each department and when warranted individual teacher plans. At times, this is not uniformly and fully implemented.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			
<ul style="list-style-type: none"> <li>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.</li> <li>The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>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.</li> <li>ILT engages in changes to practice in response to voiced concerns.</li> <li>ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>The ILT leads the work of improving teaching and learning school-wide</li> <li>The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>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.</li> <li>The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>We have established an ILT that is based on teachers knowledge, interests, and area of expertise and understanding of standards that impact teaching and learning. The ILT has laid the foundation and began the work to improve teaching and learning school-wide. The team is at the emerging phase of leading the process. The team supports the schools, district, and network instructional objectives. The ILT also began the works of establishing grade level and course sensitive mastery skills (e.g. skills that all Algebra/World Studies students should be able to do before advancing to Geometry/U.S. History). The ILT is the force behind the Interim Assessment Cycle, Targeted Instructional Area (TIA), and course team goals. The ILT's sole purpose is on teaching and learning and using data to establish relevant goals and objectives.</p>	<b>2</b>
<b>Monitoring and adjusting</b> ----->			
<ul style="list-style-type: none"> <li>Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>We've adopted a data focus that forces us to study data. We have implemented an interim assessment cycle that demands strict procedures and planning occurs. This entails pre and post data conversations with the ILT, course team members, and individual teachers. Some teachers have adopted this practice in their daily lessons/activities. Protocols are in place to support the implementation of such activities and programs. Data is used to inform decisions, establish goals/objectives, and to support students and teachers. We are at the emerging level with the use of truly analyzing data. We have fully familiarized ourselves with it and learned its importance.</p>	<b>2</b>

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	<b>Curriculum</b> ----->			2
	<ul style="list-style-type: none"> <li>Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher.</li> <li>Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials.</li> <li>Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction.</li> <li>Short- and long-term plans do not consistently differentiate by learner need.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Each grade level or course team develops/uses common units of instruction aligned to the standards.</li> <li>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.</li> <li>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.</li> </ul>	<p>Although we have work to implement programs and structures to support uniformed practices, lessons, and activities we struggle with full implementation. Often teachers rely on their own best practices and not on best practices that may be foreign to them. They often teach what is comfortable or what they feel a student should know. Often times, standards are tools that are not considered or considered when planning. We are building our team and working to increase our capacity to focus on greater student outcomes and being to establish year long plans for students. Some departments are using curriculum maps to guide instruction. However, breaking the maps into unit plans and aligning with teaching practices and are working to implement uniformed goals, practices and expectations we encourage differentiation, individualization, and tailoring plans based on student's needs and abilities.</p>	
	<b>Instructional materials</b> ----->			2
	<ul style="list-style-type: none"> <li>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.</li> <li>Instructional materials support a general curriculum with little differentiation for student learning need.</li> </ul>	<ul style="list-style-type: none"> <li>Each grade level or course team has a set of instructional materials that are aligned with standards.</li> <li>Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).</li> </ul>	<p>Course team members utilize various instructional materials when implementing instruction. However, we have learned that this is working against progress. Some of the the instructional materials have not been vetted or proven to align with educational standards and common cores that the district is moving toward. Some teachers are fully engaged in practices and utilizing instructional materials that are closely aligned with standards and the common cores that will guide future instructional practices and define student outcomes. Currently, the practices and materials being used by most teachers is not truly reflective of the diversity in student skills, areas of concern, or ability.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. 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
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• 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.</li> <li>• 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).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>School wide data is made available to all teachers. The principal reviews school-wide data during all staff and departmental meetings. Department Leads and ILT members also have access to data and the information is shared during related meetings. Our initial goal was to have course teams create uniformed comprehensive assessments. The process was to be guided using standards, expectations, and alignment with summative assessments. As time progressed, we learned that after course teams created uniformed assessments some adjusted assessments to fit their practices but not the pacing guides. This challenged the process and showed that we were not following set curriculum maps and planning. The formative and summative assessments we utilize paint a picture of what students should be able to do. We are working to ensure that the teacher created course assessments are uniformed and in orchestration with summatives and formatives.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards.</li> <li>• Questioning is more heavily aimed at assessing basic student understanding and comprehension.</li> <li>• Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials.</li> <li>• Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high.</li> <li>• Formative assessment during instruction is used occasionally or inconsistently between teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning.</li> <li>• , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding.</li> <li>• Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards.</li> <li>• Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks.</li> <li>• Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.</li> </ul>	<p>This too is an emerging area for our school. Although departmental and course goals have been established all teachers are communicating expectations and goals to their students. As a whole we stress the importance and relevance of learning. "Outcome" and "Results" driven instruction is an area we are working to improve. During instructional observations the administration has found that students are not being challenged/stretched. The level of questioning does not lead to inferring or think well beyond the literal level. Questions and lessons lend them selves to simple fact recall and does not encourage students to hypthesis or build their own knowledge using inferences. Teacher trainings and scheduled PD's will address the need for teachers to personalize and individualize instruction to meet diverse levels of ability.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	----->			<b>3</b>
	<b>Intervention</b>			
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a systematic approach to administering screening assessments to identify students in need of academic intervention.</li> <li>The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps.</li> <li>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.</li> <li>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</li> <li>Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.</li> </ul>	<p>We currently utilize Network supported interim assessments as our formative assessment that is aligned and normed with the PLAN, EXPLORE and ACT that is balanced against our summatives. Interims are utilized to measure growth and inform instruction leading to toward progress/mastery on the summative+Instructional_coaching assessments. Students grades and referrals are monitored by the Network, Success Team, counselors, and administrators. Declining/failing grades are signs of a student in distress. Our teams work and establish resources and supports to help the student improve. This includes but is not limited to study hall, home work tables, make up work, test retake options, parent/teacher conferences, or referral to the school social worker. We do not utilize a screening assessment to identify students in need of academic interventions. However, structured procedures are in place to refer students requiring such services. Importantly, staff members have been trained on behaviors that lead to being referred. For students who are beyond our reach we utilize procedures recommended by OSES. We utilize incoming student grades/scores on the PLAN as a part of programming.</p>	
	----->			<b>2</b>
	<b>Whole staff professional development</b>			
<b>Professional Learning</b>	<ul style="list-style-type: none"> <li>Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities.</li> <li>Quality, effectiveness or relevance of professional development is not monitored.</li> </ul>	<ul style="list-style-type: none"> <li>The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals.</li> <li>The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration).</li> <li>School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.</li> </ul>	<p>We have established a year-long school-wide professional development cycle that is aligned with school, district, and Network. The plan was devised during the summer planning time and revised following the introduction of mandated initiatives/goals. Activities are agenda and data driven. Most importantly, developments are aligned with student expectations and expected outcomes. The ILT, Department Leads, and Course Team members have been charged with monitoring the effectiveness of professional development. Providing coaching support for teachers is one of our priorities for next academic year. Currently we utilize teacher collaborations, classroom observations, and teacher planning to monitor the effectiveness of professional development of activities. Procedures are in place to ensure teachers receive relevant and appropriate professional development.</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>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.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>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.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	<p>We have laid the foundation to have true curriculum planning and implementation. The school is programmed to ensure teachers have ample time to collaborate and plan. A layer of planning has been implemented to support the interim assessment cycle. Here teams analyze assessment data and utilize the protocols to create plans of action. Teams then use the plans to design lessons and activities that are directly aligned with what the data is saying. Students need to fully access the curriculum and demonstrate mastery in skill development. Teachers/Teams meet every five weeks to discuss the implementation of scheduled assessments. Teachers/teams meet to discuss needed changes based on recent data and the last testing cycle. During this time teachers/teams also review classroom data .</p>	
	<b>Instructional coaching</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Coaching typically takes place through informal associations or is only focused on a smaller group of teachers.</li> <li>Formal support for new teachers comes from district-sponsored induction.</li> <li>Professional development decisions are not systematized and left to teacher initiative/discretion.</li> <li>Teachers occasionally receive quality feedback to support individual growth.</li> <li>Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently.</li> <li>New teachers are provided with effective induction support.</li> <li>Teachers have individual professional development plans tailored to their needs.</li> <li>Teachers consistently receive quality feedback that supports their individual growth.</li> <li>Peer coaching and cross classroom visitation is also used as a form of coaching.</li> </ul>	<p>A plan has been implemented to address teachers need that have been identified through departmental conversations and planning. Coaching is not part of our current instructional cycle. However, this is a priority for 2012-2013 school year. This is an identified area of need. We have established an all-school professional development plan that is tailored to the needs of the entire school and the student population as a whole. This was our first step in the professional development cycle for teachers. The next step will be to have teachers to meet with the Coordinator of Curriculum and department and teams leads to create individualized plans. The plans will be inclusive of what teachers are in need of to better prepare students. In order for students to excel teacher have to be fully prepared and knowledgeable of what students must be able to do. They too must be able to do the task. Although teachers do not have individualized plans the current observation/instructional snap shot format utilized by the administration addresses areas requiring professional development. Teachers routinely receive quality feedback that supports individual growth. However, as a school we are working to create a follow up plan to ensure recommendations at sessions are implemented. To support teachers and to promote best practices, teachers are required to contact two peer observations each professional development cycle. Teachers meet to discuss their experiences and coaching if requested occurs. This is informal and teacher directed. Next year the administration will establish teams</p>	

**School Effectiveness Framework**

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	<p>We have adopted and promote "Excellence is the only option" as our focus for the year. This was shared with students and has become a part of conversation. Excellence meaning "giving your all", "following ALL rules and procedures", "focusing", "learning and understanding what is expected", "taking the leadership role", "taking part in the teaching &amp; learning cycle", and "accepting ownership of responsibilities". Expectations are common threat for all stakeholders. Every staff member is aware of what is expected in order for students to do well. We are all aware of the steps we must take to reach positive results. Excellence is reinforced by staff members in all settings. This extends throughout the building. We expect excellence in the halls, cafeteria, and library. Our goal is to extend this message well beyond this building into the community. We believe that when this happens students are better prepared to work toward becoming college and career oriented. There is a laser focus on buliding and maintaining a college and carrer culture. Departments have made this a part of</p>	
	<b>Relationships</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Some students form bonds with adult advocates.</li> <li>Patterns of interaction between adults and students and among students are inconsistent..</li> <li>Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers.</li> <li>Student home language and culture is often overlooked.</li> </ul>	<ul style="list-style-type: none"> <li>All students have an adult advocate who cares about them deeply and supports them in achieving their goals</li> <li>Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior</li> <li>Students with disabilities are engaged in the school community, including both physical and social integration.</li> <li>Students' classroom experiences demonstrate value of home language and culture.</li> </ul>	<p>"Excellence is the only option" is not just focused on instructional tasks and responsibilites, it encompasses addressing students social emotional needs. We are working to ensure all students have an adult advocate who cares about them deeply and it is evident. This person does not have to be their classroom teacher. We have made progress to create a Culture of Calm to ensure students do well. However, there is a need to create a cutlure of personalization and individualization. The administration has an open door policy. Most staff members work beyond their regular day to ensure students are being care for. It is evident we understand that when students are not loved, cared for, or heard excellence will never be an option. We have also worked and funded programs to ensure students have staff members and programs to rely on if they need help with anything.</p>	
<b>Behavior&amp; Safety</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Discipline violations and positive behavior supports are handled differently between teachers without school wide norms.</li> <li>School environment occasionally leads to situations un-conducive to learning.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Staff establishes and maintains a safe, welcoming school environment.</li> </ul>	<p>We operate following the Chicago Public Schols Student Code of Conduct and Simeon "Excellence is the only option" Student Handbook. Both outline student expectations academically and behaviorally. This is shared with students during the first week of school and reinforced during student town hall meetings. The Dean of Discipline works to ensure disciplinary measures align with expectations. He is an active member with staff members and has created a relationship that supports teachers/staff members efforts. Our goal is to improve students behaviors and not create feelings of being "punished". Most importantly, The Dean of Discipline, administration, and Culture of Calm Coordinator has created behavioral interventions that work with our most volite students. This approach builds upon students strengths and supports students in making appropriate decisions. Staff members are aware and knowledgeable of the</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Principal provides information to families on school performance in response to parent requests.</li> <li>Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like.</li> <li>Families can learn about the transition process if they reach out to the school for information.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.</li> </ul>	<p>The principal routinely communicates with families. A monthly news letter is sent home. Parents are made aware of upcoming events, school goals &amp; objectives, school data, and invited to take part in all activities. Communications are mailed home, placed on the schools website, and sent home by students. We also utilize an "all call" system to share school information. The conversation begins during student orientation and continues throughout the year. To ensure all parents are abreast to what is occurring in the school the principal hosts parent grade level meetings each quarterly. Here parents are able to learn how their student is progress. More so, parents are made aware of how this is impacting the school as a whole. The principal shares the same message/information with parents during the monthly Local School Council and Parent Advisory Council meetings. We are diligently working to keep parents informed and to provide them with clear expectations and goals that have been set forth for their student. At the beginning of the year all teachers provide students and parents with a syllabus outlining what they will experience, be taught, be expected to do throughout the year. The syllabus clearly defines expectations and goals for each grade level and course. We work with parents when there is a possibility</p>	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>This is not occurring as a "whole". Some teachers and other staff engage in ongoing two-way communication with families. At times this a challenge due to the lack of accurate student information. Parents so often change phone numbers and relocate with communicating with the school. Also, there are times when a great number of teachers fail to contact parents regarding their students progress or concerns in class. Often times, parents become aware</p>	
<b>Bonding</b> ----->			<b>3</b>	
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>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.</li> </ul>	<p>We have work to make our school "home" for our students and families. Our actions are always to <b>help</b> and <b>assist</b> and not to blame or judge. We are here to <b>support</b> parents to hear parents voices. The principal meets with parents at their request and does not delegate this responsibility to others. This is a part of his daily activities. The principal works to keep parents aware and to create a relationship where parents are held accountable and supported. Parents and community members are invited to join in the decision making and relationships have been established with local businesses to assist students with employment and for resources to assist parents. Although parental involvement is an area of concern we make every effort to include families and community members in school activities. All are invited to attend extra curricular activities, student performances and competitions, classroom observations, and to sponsor a club or activity. We want our stakeholders to be active.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	<p>This too is an area of concern for our school. Resources and supports are available but are very limited. Due to staffing we are limited to what we are able to offer as a school. Although we have social worker, their primary role is to service students with special needs. Often times, she works to assist all students but this becomes overwhelming due to the multitude of needs and services some require. However, coaches, ancillary staff, and some teachers conduct outreach with extraordinary circumstances. Although this is not a formalized process it routinely occurs. Due to the lack of resources and allocated staff we work to provide service students during the regular school day</p>	
	<b>College &amp; Career Exploration and election</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Information about college or career choices is provided.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>College is always the first option for our students. Although we are a CTE school, our goal is to prepare students to meet the requirements to be accepted into a four year college and to graduate. However, we respect and appreciate the various levels of student interests. Not all students aspire to go to college. However, we promote "college" as the first option. College and career choices is a part of our introductory conversation with students. During orientation we immediately work to put students</p>	
<b>Academic Planning</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited.</li> <li>The school encourages high performing students to plan on taking advanced courses.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>(HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.</li> </ul>	<p>Although we have established a "college going" culture, we are working to improve the direct support students receive in planning. Although students are demonstrating academic growth, a high level of rigor is not occurring in ALL classes. We have established educational standards for students and is working with teachers to better prepare them to expose students to the level of instruction that is skill driven and challenging. Our scheduling/programming procedures guarantees that all students have the option to take advanced level courses. We believe that exposing students to a rigorous curriculum better prepares them for college. We have also adjusted the recommendation process to give teachers the opportunity to recommend students based on their potential, current performance and desire to take advanced courses. Grades and scores are only a part of the recommendation process. Desire, potential, consistency, and drive are the key elements we now focus on when enrolling students in advanced and honors level courses. We have removed the barrier of the "only the</p>	
<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Simeon has a strong sense of family and belonging. We have strong athletic programs that support all level of student athletes. However, there is a lack of a need for programs for all students. Although we have implemented new programs this year, there remains a population of students requiring programs and services to address their interests. Students often state that programs are in place for athletes but not for the</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	<p>Our curriculum and teacher practices and are aligned to formative and summative assessments that yield data regarding student progress toward skill development and college readiness. The entire school is a structured assessment cycle. We have weekly course exams, quarterly mid-terms and final exams, quarterly interim assessment cycles, and pre/post EPAS (i.e. PLAN--&gt;EXPLORE--&gt;ACT) exams. This level of assessing fully engage students in a rigorous learning cycle. Importantly, the assessment cycle</p>	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>We are working to ensure students and families have a firm understanding of how to make appropriate and relevant post secondary goals. This includes the admissions process, funding sources, criteria, and related procedures. Post secondary planning begins during student's freshman year. Activities during Freshman Connection and orientation focus on post secondary literacy and goal setting. The Parent Advisory and Local School Council work to educate parents in understanding the entire educational cycle. We believe that if we explain criteria to students and families at the beginning of their high school experience families will be better prepared to support their students and work with the school to ensure students are receiving the appropriate services to make sound college choices and post secondary decisions.</p>	
<b>Transitions</b> ----->			<b>2</b>	
	<ul style="list-style-type: none"> <li>Transitions between key grades provide families with the required minimum paperwork/information.</li> </ul>	<ul style="list-style-type: none"> <li>The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th.</li> <li>(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.</li> </ul>	<p>There are many barriers that challenge students success. We have identified extraneous variables that have an adverse affect on students progress. The school has assigned a staff member to work closely with our students in temporary living situations, the Culture of Calm Professional monitors the progress of our volatile students, and the social worker has established relationships with social service agencies to provide medical, financial, and counseling services as needed. We work to align resources in areas that have been identified as potential "road blocks". To assist in transitioning to high school we have revised our admissions process to include an interview with students. Our goal was to meet students, learn who they really are, and to make sure have structures in place to support them. During the summer we host programs to introduce students to high school and throughout the year we work with</p>	



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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	<b>Use of Discretionary Resources</b> ----->			3
	<ul style="list-style-type: none"> <li>School discretionary funding is inconsistently aligned to identified needs and priorities.</li> <li>Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school.</li> <li>Funding of non-priority initiatives is common throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>School allocates discretionary spending to align with identified needs and strategic priorities.</li> <li>School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs.</li> <li>School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.</li> </ul>	<p><b>We work diligently to align all expenditures in areas that yield positive student results. Student success is our major priority. This means we focus on the "whole" student. Allocations are ear marked in the academic, social emotional, and extra curricular areas. We tirelessly monitor data, meet with students and parents, and communicate with staff to ensure we are addressing the needs of students. Staff members have established partnerships with local businesses and social services agencies to provide additional funding and resources to help students and families. To assist staff members partnerships have been established with local colleges and universities to help staff improve practices, support instruction utilizing student teachers, and increase their skills through college offered advanced courses and staff development.</b></p>	
	<b>Building a Team</b> ----->			3
<ul style="list-style-type: none"> <li>Hiring is conducted after a vacancy or expected vacancy is identified.</li> <li>All or nearly all applicants have little to no prior connection to the school.</li> <li>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.</li> <li>Grade/course teams are not intentionally designed.</li> </ul>	<ul style="list-style-type: none"> <li>Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities.</li> <li>School actively works to build a pool of potential staff members through internships and part-time work.</li> <li>A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment.</li> <li>Grade/course teams are assembled to include the needed combination of knowledge and expertise.</li> </ul>	<p>Our hiring process is aligned with the needs of our students. As we plan for student success and positive student results will work to ensure that students are only exposed to the best educators. We work to hire staff members who have a thorough understanding of standards, common cores, skill based instruction, and who truly understand how students learn best. Programs, course offerings, and schedules are built around the needs of students. Teacher capacity and ability to teach challenge students to think well beyond the literal level are key factors in selecting staff members. We hire staff members who are dually certified and who desire to become AP certified. The partnership with colleges and universities play a leading role in our hiring process. Having student teachers allow us to mold staff members and monitor potential staff members. Our interviewing process includes a group interview with the administration, department leads, and students. Most importantly, potential teachers must conduct a master lesson (lesson demonstration) with students.</p>		
<b>Use of Time</b> ----->			2	
<ul style="list-style-type: none"> <li>School schedule is designed based on number of minutes per subject or course.</li> <li>Teacher collaboration time is limited or occurs only before/after school.</li> <li>Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.</li> </ul>	<ul style="list-style-type: none"> <li>School designs a "right fit" schedule based on student needs and school-wide growth goals.</li> <li>The school schedule allows for regular, meaningful collaboration in teacher teams.</li> <li>Struggling students receive structured intervention in dedicated blocks.</li> </ul>	<p>Our goal is to ensure that every student has the "best" teacher standing in from of them every day. At times, this is a challenge due to some teacher's struggle with implementing skill and standard driven instruction. Although our schedules/courses are designed to meet the needs of students we have to do a better job with preparing teachers. There are various types of courses that correlate students abilities and areas of concern (Informal, Regular, Honors, Advanced Placement, and SPED). Varying types of programs are implemented based on student data and noted areas of growth/deficit. Our school schedule is designed/implemented to allow agenda and data drive collaboration amongst course teams, departments, and across the curriculum. Students who are at risk of failing are closely monitored by our Success Team and administration. The Success team is comprised of teachers, coueslors, Network</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

EXCELLENCE IS THE ONLY OPTION! Our mission is to provide academic, career, and learning opportunities that value, challenge and prepare student for responsible participation in the changing and world.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	<p><b>Our goal is to establish a Instructional Leadership Team comprised of the administration, Instructional Leads, and a Coordinator of Curriculum to support teaching and learning.</b> We Provide teachers with support to improve instructional practices through <b>1).</b> the implementation of programs that foster mentoring and coaching, <b>2).</b> implementation/creation of individualized teacher portfolios, <b>3).</b> engagement in professional learning activities and development cycles, <b>4).</b> direct training and modeling with an assigned instructional lead, and <b>5).</b> routine contact and planning with assigned Instructional Leads.</p>	<p>In order for students to be successful, they must have the best educators before them. They must understand the "how", "when", and the "why" of teaching and learning. Often times, we struggle in this area. We have shifted our focus to teaching practices that yield positive student outcomes. For this to happen, teachers must develop the skills to fully implement and introduce students to instruction that is rooted in "best practices" and "common core". Both focus on skills and "what" students must be able to do at specific stages. However, the "how" is not defined. Teachers are eager to meet the demand. Our goal is to provide resources and supports for them to do well. A great teacher produces great students and great students yield great results. We have relied heavily on the administration to closely monitor instruction. The Network has also served as a checks and balance. Under this very limited plan progress has been noted across the curriculum. However, to make aggressive moves a more structured plan and body of people are needed. Staff need people who understand the instructional plan that has been laid out by the district. They need someone who can monitor their practices, make recommendations, assist in preparing individual portfolios, and conduct non-evaluative instructional walks. Our goal is for every teacher to have an individualized Professional Development Plan that will guide and improve their teaching practices and yield positive student results. Currently we are implementing "generalized" professional development activities. All staff members receive the same level of support. We learned that teacher's needs and strengths vary signaling the need for various types of trainings and supports. Our current cycle addresses the priorities established by the district (i.e. Common Core, Framework for Teaching, Full School Day,</p>

**Our goal is to establish a curriculum that is clearly aligned with Common Core.** We are working to develop/Implement a skill driven curriculum that is aligned with Common Core and the Framework For Teaching through the establishment of teacher led teams supported by the ILT, that will **1).** vet the current curriculum, **2).** conduct instructional needs assessments by department, **3).** attending sessions focused on alignment of practices, standards, and pacing, and expectations and **4).** purchasing of needed instructional tools/resources.

Based on teacher feed back and reviewing Common Core Standards and EPAS related assessments, we found that we do not have a defined curriculum that guides teaching and learning. Teachers are relying on texts as the main source of instruction. This challenges the goal to improve students skills. We are in need of a set curriculum in core subjects that build student skills enabling them to make progress in all courses. During one to one data conversations with teachers it was evident some had difficulties understanding how to couch skill building in their instructional practices. Many believed that seperating the curriculum and skills was the answer. Assessments clearly identified specific skills and levels students had to master. Although protocols were used for "next steps" teachers stuggled with the details of the "how". It became more evident that an instruction guide was warranted. After vetting interm assesments and studying Common Cores we learned that our current instructional practices will not yield positive student outcomes. There is heavy concentrationn on content. Skill driven instruction is lacking. However, teacher skills are not fully developed in marrying the two. By improving student skill sets, students will have the knowledge to fully access the curriculum and make noted gains. And by supporting teachers, increasing their capacity, and providing resources students will improve. The Interim Assessment practices and protocols yielded positive student results. The assessments identified the skills to be assessed. When teachers followed the indicators, progress was noted across grade levels. There was consisent growth from the 1st and 3rd cycles. Also, there was noted growth in preliminary ACT scores. There was a noted 1.3% composite growth. This was done using the interm assessments as a form of a curriculum.

3	<p>Our goal is to have a school atmosphere and culture that supports all students, especially our most volatile population. We will support programs and staff members that provide the structures that address student's social emotional and academic needs through the implementation of programs that foster and promote "healthy" students. Meaning, we want to provide services that address the "whole" student; mentally, physically, psychologically, and emotionally. We are working to yield positive student through implementation of 1). student assigned case managers to monitor students progresss, 2). bi-weekly social work activities for identified students, 3). instructional monitoring by the Simeon Success Team and course/grade level teams, 4). introduction of alternative to suspension/disciplinary actions, 5). student led professional developments, 6). sensitivity professional development for all staff and 7). continued support of Culture of Calm initiatives, objectives, and programs (i.e, Writers Never Die, Knock at Midnight, case management, mentoring).</p>	<p>At all times students should know that there is someone who they can rely on and support them. Students must see school as a "safe haven" . In order to yield positive student outcomes, the atmosphere has to be condusive to teaching and learning. It also has to provide the resources and space for students to be nutured. Over the past three years there has been a noted decline in level 3-4 disciplinary referrals. Attendance has increased. We currently average 80-82% student attendance per month. Students level of commitment to excel has been applauded and celebrated. There has been an increase in the number of students earning grades passing grades. Programs are in place to support student attendance and discipline. Through student conferences and referrals, we learned that a number of students lack appropriate decision making and social skills. During sessions it was also stated that many students feel that they do not belong. Unstable home/family situations has also been noted as an area of concern for many of our students. Often times, this challenges the atmosphere of school and prevents academic growth. This volatile group of students clearly need guidance, counseling, mentoring, social work services, and an intense instructional support. Our Deans of Attendance and Disicipline, Culture of Calm Coordinator, social worker, security team, and Success Team work as a force to assist students through the learning process. As a school we are committed to addressing the "whole" student. This group of people have had a direct impact on our positive attendance, discipline, and on-track rates. We are committed to supporting this body of people who have given a name and face to some of our most challenging stud</p>
4		
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
Our goal is to establish a Instructional Leadership Team comprised of the administration, Instructional Leads, and a Coordinator of Curriculum to support teaching and learning. We Provide teachers with support to improve instructional practices through 1). the implementation of programs that foster mentoring and coaching , 2). implementation/creation of individualized teacher portfolios, 3). engagmt in professional learning activities and	In order for students to be successful, they must have the best educators before them. They must understand the "how", "when", and the "why" of teaching and learning. Often times, we struggle in this area. We have shifted our focus to teaching practices that yield positive student outcomes. Fot this to happen, teachers must develop the skills to fully implement and introduce students to instruction that is rooted in "best practices" and

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Individualized Professional Development Plans and Teacher Portfolios will be created for all teachers that support the implementation of our instructional teaching and learning cycles through relevant instructional practices that align with Common Core.	Instruction	All	Administrative Team, ILT, Instructional Leads, Coordinator of Curriculum	Summer 2012	Quarter 1		
Meet with each teacher to complete a needs a personal needs assessment in hopes of creating individualized instructional/proffesional goals and professional development plans based on strengths, needs, and school goals	Professional Development	All	Administrative Team, Assigned Teacher Leads	Summer 2012	On-going		
Staff/assign lead teachers to work with assigned teachers to create instructional/professional goals/objectives	Other	Not Applicable	Administrative Team	Summer 2012	Summer 2012		



**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
Our goal is to establish a curriculum that is clearly aligned with Common Core. We are working to develop/Implement a skill driven curriculum that is aligned with Common Core and the Framework For Teaching through the establishment of teacher led teams supported by the ILT, that will 1). vet the current curriculum, 2). conduct instructional needs assessments by department, 3). attending sessions focused on alignment of practices,	Based on teacher feed back and reviewing Common Core Standards and EPAS related assessments, we found that we do not have a defined curriculum that guides teaching and learning. Teachers are relying on texts as the main source of instruction. This challenges the goal to improve students skills. We are in need of a set curriculum in core subjects that build student skills enabling them to make progress in all courses. During one

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
	Instructional Materials	All	ILT, Teacher Leads, Course Teachers	Summer 2012	On-going		
<b>We will develop a skill driven instructional map that (curriculum) prepares students to demonstrate noted academic growth in all subjects while mastering complex instruction.</b> We are in need of a structured instructional/curriculum plan to ensure students are learning skills that allow them to make progress and fully access standardized based activities and assessments. We will develop/implement a curriculum that is aligned with the CRS and Common Cores that supports teaching and learning. In order for students to make expected gains and to be college ready we must introduce them a curriculum that correlates with such demands.	Instruction		Coordinator of Curriculum, Network Staff, Department Leads, ILT		Quarter 2		
Complete an instructional needs of assesement for all core courses	Instruction		ILT, Teacher Leads, Course Teachers	Summer 2012	Summer 2012		
Complete alignment activity with current core curriculum, standards, and frameworks to define correlation	Instruction	All	ILT, Teacher Leads, Course Teachers	Summer 2012	Summer 2012		
Develop a teacher summer institute that supports curriculum development and teacher practices	Professional Development	All	ILT, Teacher Leads, Course Teachers	Summer 2012	Summer 2012		
Continue quarterly PD's related to curriculum development and improving teaching and learning	Professional Development	All	ILT, Teacher Leads, Course Teachers	Quarter 1	On-going		





### Strategic Priority 3

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

Strategic Priority Description	Rationale
Our goal is to have a school atmosphere and culture that supports all students, especially our most volite population. We will support programs and staff members that provide the structures that address student's social emotional and academic needs through the implementation of programs that foster and promote "healthy" students. Meaning, we want to provide services that address the "whole" student; mentally, physically,	At all times students should know that there is someone who they can rely on and support them. Students must see school as a "safe haven". In order to yield positive student outcomes, the atmosphere has to be condusive to teaching and learning. It also has to provide the resources and space for students to be nurtured. Over the past three years there has been a noted decline in level 3-4 disciplinary referrals. Attendance has

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Throughout the school the atmospere and culture will address and support the social emotional needs of students. Students will have access to individualized and personalized resources, programs, and support staff that will be in place to address needs with a laser focus on our most volite students. We want to ensure that every student has an adult in the buiding who they can rely on to support them during and beyond school.	Other	Other student group	All Staff	Summer 2012	On-going		
Establish a student support team	Other	Other student group	Culture of Calm Coordinator	Summer 2012	Summer 2012		
Review student referrals to establish and implement programs and resources to support goals and objectives	Other	Other student group	Culture of Calm Professional and Deans of Attendance and Discipline, Social Worker	Summer 2012	Summer 2012		



Strategic Priority 3

