CIWP

2012-2014 Continuous Improvement Work Plan

Southside Occupational Academy High School

Southwest Side High School Network

7342 S Hoyne Ave Chicago, IL 60636

ISBE ID: 150162990253765

School ID: 609745

Oracle ID: 49031

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Mission Statement

Southside Occupational Academy fosters a safe and supportive environment for all students to participate in an individualized transition education, capitalizing on student's interests and strengths while preparing them to become contributing members of their community.
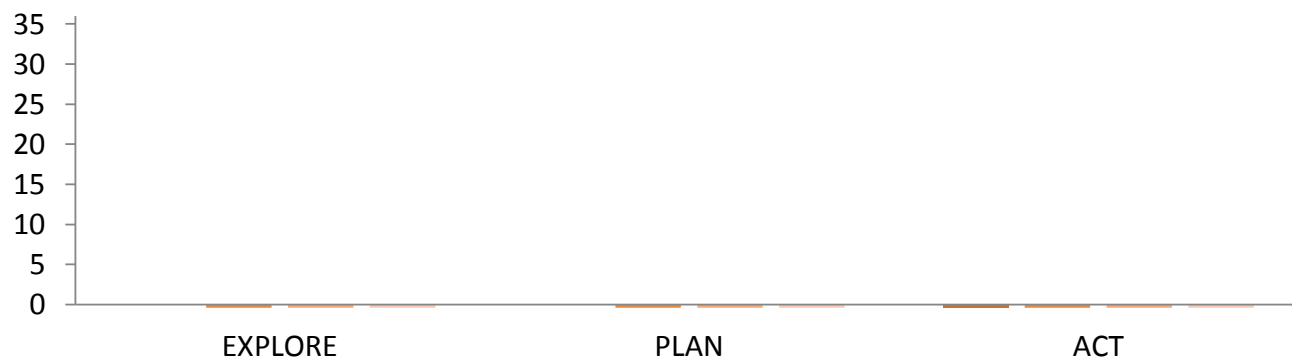
Strategic Priorities

1. Provide focused Professional Development and mentoring for school based personnel.

2. School staff will guide students and parents in completing essential steps in transition to post secondary life.

3. Teachers will collaborate to discuss effective pedagogy, the transition curriculum, Common Core Standards, and assessments as they relate to positive school outcomes.

4. Teachers will implement data-driven instruction utilizing a school-wide progress monitoring system.

5. Faculty and staff will implement PBIS as part of a whole school positive behavior support system to provide a positive and safe environment for all stakeholders.
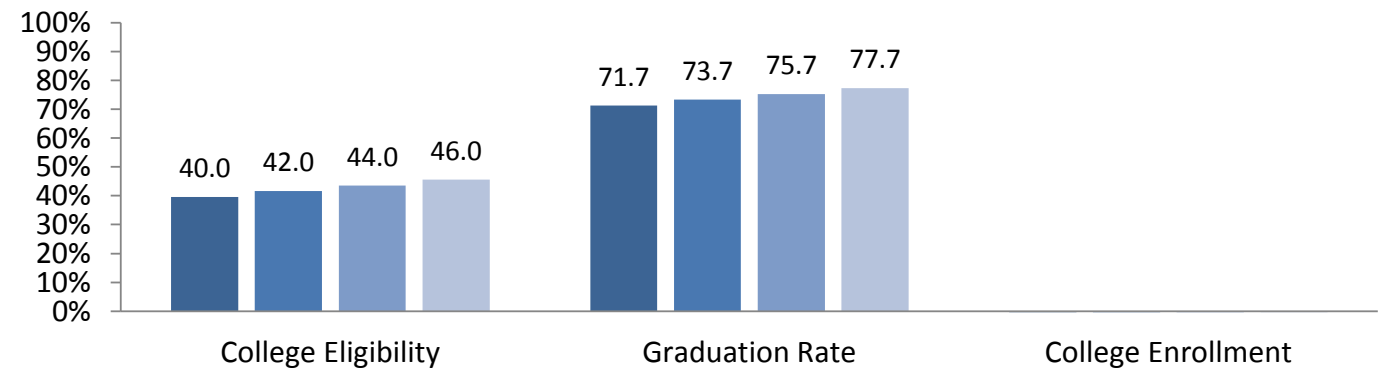
School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

Categories: EXPLORE, PLAN, ACT (y-axis 0–35)

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	40.0	71.7	
SY2012	42.0	73.7	
SY2013	44.0	75.7	
SY2014	46.0	77.7	

Date Stamp November 22, 2012

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:	Southside Occupational 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
Joshua Long	Principal
Michiko Amos	Assistant Principal
Leslie Bailey	Special Education Faculty
Debbie Alletto	Special Education Faculty
Lynn Bullington	Special Education Faculty
Evan Maniates	Classroom Teacher
Wanda Kimbrough	Support Staff
Barbara Otis	LSC Member

High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score	✕	NDA	NDA	NDA	NDA
10th Grade - PLAN Average PLAN score	✕	NDA	NDA	NDA	NDA
11th Grade - ACT Average ACT score	NDA	NDA	NDA	NDA	NDA

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	40.0	42.0	44.0	46.0
5-Year Graduation Rate % of students who have graduated within 5 years	71.7	73.7	75.7	77.7
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	#VALUE!	#VALUE!
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	#VALUE!	#VALUE!

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	85.5	87.5	89.5	91.5
Freshman On-Track % of Freshman Students on-track	NDA	NDA	NDA	NDA

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	13.1	12.6	12.1	11.6
Sophomore On-Track % of Sophomore students on track	NDA	NDA	NDA	NDA

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	NDA	NDA	NDA	NDA	**PSAE Reading** % of students exceeding state standards	NDA	NDA	NDA	NDA
PSAE Mathematics % of students meeting or exceeding state standards	NDA	NDA	NDA	NDA	**PSAE Mathematics** % of students exceeding state standards	NDA	NDA	NDA	NDA
PSAE Science % of students meeting or exceeding state standards	NDA	NDA	NDA	NDA	**PSAE Science** % of students exceeding state standards	NDA	NDA	NDA	NDA

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
	Goals and theory of action	-->		**3**
DIMENSION 1:Leadership	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	The school leadership has an on-site job training program with corporate partners (e.g. Jewel/Osco, J. Stroger Hospital) that prepare students for entry-level positions in the workforce. Progress monitoring forms and the use of work competency sheets has led to stronger measurement of student achievement. A school-wide curriculum has been established for most classes. The curriculum is aligned to our current standards in most academic and vocational areas. The staff is aligning assessments to the curriculum in order to measure student progress. Data gathered from the student assessment tools will be incorporated in future decisions regarding curriculum development and student work	
	Principal Leadership	-->		**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The Principal has adopted a policy where all school meeting minutes (e.g. ILT meetings) are shared with staff via email. The Principal has an open door policy, utilizes a shared decision making leadership style, and consistently provides faculty and staff with useful resources. The Principal prompts the faculty and staff to think outside of the box when working with students with special needs. The school vision is clear and fosters a well-resourced and collaborative instructional environment, which increases career readiness and educational opportunities for students at all functioning levels. The Principal supports each parent's involvement in the LSC, PAC, and other student centered projects.	

CIWP

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	The ILT is composed of teachers from all subject areas. All faculty and staff are engaged through electronic surveys, an open-door policy with the administration, and the opportunity to serve on committees throughout the school year. Faculty and staff are provided with common planning time to discuss student information and plan for instruction. Groups of faculty and staff have been engaged in providing whole-school professional development on multiple occasions. Despite the ongoing efforts to create a collaborative environment, some faculty and staff have indicated that they do not feel part of the decision making process. A new structure for teacher teams will be created to form a consistent meeting time to allow the sharing of student and school information.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The faculty members on the ILT represent both new and veteran teachers. The ILT members teach classes across a variety of subject areas. The ILT consistently looks at school data in order to make strategic decisions. The ILT members are available to the other faculty and staff members to provide detail on the meetings. The ILT members also collect information from faculty and staff members for review at upcoming meetings. The ILT also reviews District and Network priorities. Some staff members have reported that they do not feel represented for school decisions. To further develop the team environment at SOA, a staff member will be asked to join the ILT.	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Data is being collected and analyzed at the school level to help drive instruction. SharePoint is used school-wide to inform staff members of important events related to students in our school. We are in the process of developing a consistent tool to monitor all students' progress. Our school is using a Transition Competency Sheet that is related to our PBIS program. There is currently no consistent method of collecting student data. We are researching a method to track data for each student in order to monitor patterns and growth.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	There is an evidenced-based curriculum for most classes taught at Southside Occupational Academy. Each instructional step is mapped out to go along with the Common Core Standards. Most classes also have a syllabus that highlights the skills taught during the school year. Faculty systematically differentiate instruction, collaborate with fellow teachers, and share information about students during meetings. We need to continue to find ways to monitor the progress of our students. In this area we scored low and in response to this score, we have formed a related a priority in the CIWP.	
	Instructional materials	--->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Instructional materials are available to all classroom teachers. All staff members have been trained in Boardmaker and they have access to it in their classrooms. Teachers have made huge strides in mapping out steps for students using Boardmaker. The principal regularly inquires about our needs and does his best to see that we have everything we need to successfully meet the varying needs of our students.	

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.

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Our school continues to build appropriate tools of assessment to prepare career- ready students. Regularly scheduled monitoring of curriculum goals, common core standards, and progress monitoring is planned for the 2012-13 school year. Monitoring Gradebook, lesson plans, by our principal will also be in place.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Faculty and staff review all students' IEP goals throughout school year. Faculty and staff collaborate and consult with relevant service providers to assist with student behavior as needed. Faculty conducts progress monitoring on a weekly basis. Faculty implements Illinois Learning Standards and written curriculum when available. Faculty utilizes available software to create visual accommodations for students as needed. Quantitative data is needed to form data-based decisions on student outcomes. These decisions have historically been made on qualitative anecdotals. Systems to collect quantitative data are currently being developed.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Interventions are provided to students as needed. Tier 1 interventions are provided by related service providers to teachers within the classroom. Tier 2 interventions are provided by the counselor and related service providers to the students within the classroom. Tier 3 interventions are provided within a small group setting in a separate environment. Students are referred for Tier 3 interventions based on acute and/or chronic needs. The counselor does not collect consistent data from the tiered interventions.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Based on faculty and staff input collected in the survey we are in the process of planning PD specifically listed in a needs assessment. We are working with our ILT and staff to develop a system for monitoring the effectiveness of our professional development by collecting feedback. The professional development for the current school year was specifically aligned to new students with autism who have been placed at the school.	

Professional Learning (vertical label)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**2**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Teachers collaborate on half day and institute days. On half days teachers meet by department and also committee meetings. Teachers and specialists meet to discuss students IEPs and to discuss progress monitoring. Staff uses Sharepoint to inform each other of behavioral and medical information. ILT members are responsible for committee meetings and discussing activities. All students are given leadership roles to the greatest extent possible. Teachers do not have enough time to discuss progress monitoring of students. Some teachers are involved with more than one department which to makes it difficult get to all meetings.	
	Instructional coaching	-->		
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	A mentor is assigned to each new teacher. The new teacher meets with their mentor on a monthly basis. A planning log is implemented to set goals and document the new teacher's progress. During departmental meetings, new teachers are given the opportunity to discuss problems with veteran teachers. Informal meetings among staff members are conducted throughout the school year.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	--->		**3**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Students are given interest inventories at the beginning and end of the school year. Students are programmed into specific pathways based on their interest and skills. Students participate in off-site work in a variety of areas. Additional CTE programs have been implemented which has had a positive impact for students. It has been difficult to program low functioning students for community based instruction. These students require additional program development at the school level.	
	Relationships	--->		
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	SOA teachers advocate for students. Cultural events are held for all students (Black history, Cinch de Mayo, St. Patrick's Day, etc.). The counseling staff conducts transition meetings and invites groups to discuss resources with parents. The faculty and staff models positive behavior and set high expectations for students. Staff and students are encouraged to wear uniforms and display positive behavior during the school day.	
	Behavior& Safety	--->		**3**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Faculty and staff participate in a school-wide PBIS system. Consistent lesson plans are developed for topics and the presented to students multiple times by multiple teachers. Visuals are present within the buildings to respond students of the target behavior. Faculty and staff are reminded and encouraged by administration to cue target behaviors from students at all times. Students are disciplined through a variety of methods including: classroom discipline, meeting with the counselor, meeting with the administration and/or referral to the police officer	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations*** -->			**2**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Syllabi have been developed for most classes which list the expectations for the course. In the 2012/13 school year, the syllabi will be presented to the parents. The student portal will also be used during the 2012/13 school year. Parents are provided with information regarding student performance during report card pick up and IEP meetings.	
	Ongoing communication -->			**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	Faculty calls families after each student absence. A phone log is maintained for all parental contact. Parents are encouraged to call the teachers with and comments or concerns. Several parents do not have email addresses which limit the teachers in sending consistent messages to them about their students.	
	Bonding -->			**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	There is a fully functioning LSC and PAC at SOA. The PAC has hosted parental workshops, gained legal advice for parents, conducted fundraisers to support students, and formed cohorts to assist families in need. The PAC/LSC has a separate office within the school. All parents are encouraged to come to the school and to meet in their office as needed. Parents are also encouraged to support students during performances and athletic events.	

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Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Extensive outreach is conducted on an ongoing basis. Busses are purchased to transport parents to workshops on the weekends. Local and State agencies have been hosted at the school to provide parents with the opportunity to come and discuss services for their children.	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	Curriculum provides students with work skills experiences. Increase in the number of vocational career exploration class experiences each year for each student's individual schedule. Students fill out class preference sheets to choose classes to prepare them for chosen career pathways. CTE assessment tool is used to assess	
Academic Planning	-->		**3**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	SOA provides support for transition planning, preparation, participation and performance in their post-secondary aspirations and goals through a rigorous functional curriculum. SOA monitors performance patterns weekly thru the Transition Competency Worksheet and progress monitoring. SOA counselor meets with student groups to develop employability soft skill and increase students ability to self-advocate for employment. SOA strives to involve and support parents with transition planning by meeting on a regular basis and providing necessary information, support and resources. We are in the process of completing RAMP certification	
Enrichment & Extracurricular Engagement	-->		**3**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	SOA provides a wide range of enrichment opportunities for students embedded in the curriculum as well as providing weekly opportunities for students to participate in a club of their choice. All of these opportunities enable students to nurture their individual	

6: College and Career Readiness Supports

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**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	SOA promotes preparation, participation and performance in occupational/vocational and independent living skills assessments.	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	SOA provides students and families with comprehensive information about post-secondary options. We ensure that students and families are informed and have an early and ongoing understanding of the resources available including but not limited to P.U.N.S., DHS, and the Chicago Park District. SOA hosts an annual Transition Fair to facilitate the families in obtaining needed services.	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	SOA has a full time professional counselor and case manager on staff. SOA connects students to work, community resources and opportunities to help them overcome barriers and to ensure the successful transition from high school to employment, sheltered workshop, supported employment or home. SOA consistently conducts needs assessments through meetings, surveys and questionairres to determine the transition needs of our families. We are in the process of completing RAMP certification to further develop a more comprehensive and supportive transition planning	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	***Use of Discretionary Resources***	-->		**3**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	SOA allocates discretionary spending to align with identified needs and strategic priorities. SOA constantly evaluates and identifies the needs of students and staff. SOA maintains focus on the use of resources for the student achievement growth necessary for every student to graduate work and independent living ready. SOA actively seeks to identify community and corporate partnerships as well as outside funding to further develop and provide employment and social/cultural opportunities for our students. Current partnerships with SOA include Jewel-Osco, Stroger Hospital, Chartwells and Chicago Park District.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	The administration strives to ensure that the faculty and staff of Southside Occupational Academy is highly qualified and committed to the needs of the students. Hiring is conducted based on student need, staff capacity and scheduling priorities. A comprehensive interview process includes an interview panel, protocol for questioning and classroom lesson demonstrations to assess candidate expertise and ability. Team building professional development and activities for staff are provided in order to build a strong professional learning community.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	SOA designs a schedule based on individual student's interests, skills/abilities and teacher input and school-wide growth achievement goals. SOA schedule does not allow for regular, established times for collaboration amongst teachers. Intervention for struggling students is provided by teachers and additional support is provided to students by the counselor thru counselor referrals.	

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

Southside Occupational Academy fosters a safe and supportive environment for all students to participate in an individualized transition education, capitalizing on student's interests and strengths while preparing them to become contributing members of their community.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Provide focused Professional Development and mentoring for school based personnel.	We scored our school a 3 in Professional Learning on the SEF. By enhancing our professional development and mentoring program, we will ensure all staff will be prepared to meet the transition educational needs of each student.
2	School staff will guide students and parents in completing essential steps in transition to post secondary life.	Parental input gained from questionnaires, PAC/LSC meetings, IEP meetings and surveys have indicated that students need increased preparation, support, and guidance for meaningful, valued and sustainable life outcomes.
3	Teachers will collaborate to discuss effective pedagogy, the transition curriculum, Common Core Standards, and assessments as they relate to positive school outcomes.	We scored a "3" in "Ongoing Communication", and "Use of Time". By improving on communication and providing time to collaborate, we will ensure that all stakeholder concerns, ideas, and questions are addressed.
4	Teachers will implement data-driven instruction utilizing a school-wide progress monitoring system.	We scored a "2" in monitoring and adjusting data on the SEF. By improving our data collection methods we will ensure all students' progress will be monitored in order to develop appropriate IEPs and plan for each students' post-secondary life.
5	Faculty and staff will implement PBIS as part of a whole school positive behavior support system to provide a positive and safe environment for all stakeholders.	Based on data gathered from IMPACT, we need to increase student attendance, improve student behavior within the school environment, and reduce the number of student misconducts.

Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide focused Professional Development and mentoring for school based personnel.	We scored our school a 3 in Professional Learning on the SEF. By enhancing our professional development and mentoring program, we will ensure all staff will be prepared to meet the transition educational needs of each student.

Action Plan   Monitoring

Column1	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Establish guidelines for New ESP Mentoring Program aligned to District, school and classroom expectations.	Professional Development	Students With Disabilities	ILT Members	Quarter 1	Quarter 1		
Implement the New ESP Mentoring Program. ESPs and mentors will meet on a bi-weekly basis.	Professional Development	Students With Disabilities	ILT Members	Quarter 1	Quarter 2		
Establish guidelines for New Teacher Mentoring Program aligned to District, school and classroom.	Professional Development	Students With Disabilities	ILT Members	Quarter 1	Quarter 1		
Implement the New Teacher Mentoring Program. Teachers and mentors will meet on a bi-weekly basis.	Professional Development	Students With Disabilities	ILT Members	Quarter 1	Quarter 2		
Establish guidelines for a Peer Observation Program in order to continue to enhance instructional delivery.	Professional Development	Students With Disabilities	ILT Members	Quarter 3	Quarter 3		
Implement Peer Observation Program on a monthly basis in order to continue to enhance instructional delivery.	Professional Development	Students With Disabilities	ILT Members	Quarter 4	Year 2		
Conduct yearly school wide needs assessment to determine professional development needs of all staff.	Professional Development	Students With Disabilities	Administration	Quarter 4	Year 2		
Analyze needs assessment and plan whole group and targeted professional development to all staff.	Professional Development	Students With Disabilities	ILT Members	Quarter 4	Year 2		

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
School staff will guide students and parents in completing essential steps in transition to post secondary life.	Parental input gained from questionnaires, PAC/LSC meetings, IEP meetings and surveys have indicated that students need increased preparation, support, and guidance for meaningful, valued and sustainable life outcomes.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop ongoing transition planning tool to use during all relevant parent meetings. (IEP's, orientation, entrance and exit interviews)	Parental Involvement	Students With Disabilities	Counselor	Quarter 1	Year 2		
Implement ongoing transition planning tool to use during all relevant parent meetings. (IEPs, orientation, entrance and exit interviews)	Parental Involvement	Students With Disabilities	Faculty and Counselor	Quarter 1	Year 2		
Provide tangible and intrinsic incentives to increase parent participation in school-wide transition events	Parental Involvement	Students With Disabilities	Counselor	Quarter 2	Year 2		
Schedule home visits to families for additional transition support	Parental Involvement	Students With Disabilities	Faculty and Counselor	Quarter 2	Year 2		
Provide informational workshops to families to assist in completing items on transitional planning tool	Other	Students With Disabilities	Counselor	Quarter 2	Year 2		
Assign a Mentor Parent to new families and/or families who need additional support in transition, to assist in completing items on the transition planning tool	Other	Students With Disabilities	Counselor and PAC/LSC Members	Quarter 3	Year 2		
Counselor will develop plan to host transition and resource fairs for parents on a yearly basis	Other	Students With Disabilities	Counselor	Quarter 2	Year 2		

Strategic Priority 2

Counselor will collaborate with community providers from the Department of Human Services, Department of Rehabilitation Services, Community Service Options, and all other relevant agencies in the areas of student transition in order to obtain necessary information and resources to disseminate with parents and students.	Other	Students With Disabilities	Counselor	Quarter 2	Year 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
Teachers will collaborate to discuss effective pedagogy, the transition curriculum, Common Core Standards, and assessments as they relate to positive school outcomes.	We scored a "3" in "Ongoing Communication", and "Use of Time". By improving on communication and providing time to collaborate, we will ensure that all stakeholder concerns, ideas, and questions are addressed.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Formulate teams of teachers with common preparation times. Assign one ILT member to each team in order to create a method for disseminating and collecting information with teachers.	ILT/ Teacher Teams	Students With Disabilities	ILT Team Leader	Quarter 1	Quarter 1		
Schedule weekly meeting times for each team during principal directed preparation periods.	ILT/ Teacher Teams	Students With Disabilities	ILT Team Leader	Quarter 1	Quarter 1		
Establish parameters for each meeting to encourage conversations regarding student outcomes and data driven instruction.	ILT/ Teacher Teams	Students With Disabilities	ILT Team Leader	Quarter 1	Quarter 1		
Conduct weekly team meetings during common preparation time.	ILT/ Teacher Teams	Students With Disabilities	ILT Team Leader	Quarter 2	Year 2		
Teacher teams will conduct monthly review of the integration of Common Core Standards with the local school curriculum. Teachers teams will modify the school curriculum as needed.	ILT/ Teacher Teams	Students With Disabilities	ILT Team Leader	Quarter 2	Year 2		
Teacher teams will conduct monthly review of the relationship of Bloom's Taxonomy with classroom instruction. Teachers will examine instructional activities to ensure that the activities are rigorous.	ILT/ Teacher Teams	Students With Disabilities	ILT Team Leader	Quarter 3	Year 2		

Strategic Priority 3

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
Teachers will implement data-driven instruction utilizing a school-wide progress monitoring system.	We scored a "2" in monitoring and adjusting data on the SEF. By improving our data collection methods we will ensure all students' progress will be monitored in order to develop appropriate IEPs and plan for each students' post-secondary life.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Disseminate curricula to all teachers for each programmed class	Instruction	Students With Disabilities	Curriculum Specialist	Quarter 1	Year 2		
Create a syllabus for each course which outlines the purpose of the course and a scope and sequence of the skills to be taught within the course	Instruction	Students With Disabilities	Curriculum Specialist and Faculty	Quarter 1	Year 2		
Develop plan for progress monitoring on each skill within the class syllabus utilizing the SOA Rubric	Instruction	Students With Disabilities	Curriculum Specialist and Faculty	Quarter 1	Year 2		
Create electronic system for collecting the progress monitoring data	Instruction	Students With Disabilities	Administration, Network, Central Office Staff	Quarter 1	Year 2		
Collect the progress monitoring data and input the data into a school-wide electronic system	Instruction	Students With Disabilities	Curriculum Specialist and Faculty	Quarter 1	Year 2		
Make data-driven decisions about classroom instruction. Form re-teach plans as needed.	Instruction	Students With Disabilities	Faculty	Quarter 2	Year 2		
Extract the data from the electronic system and create a visual Transition Profile for each student on a semi-annual basis.	Instruction	Students With Disabilities	Grade Coordinator	Quarter 2	Year 2		
Create monthly performance reports for each student using the electronic data system in order to inform students and parents of progress and/or areas of need.	Instruction	Students With Disabilities	Grade Coordinator	Quarter 3	Year 2		
Assist students in using the Transition Profile to create a performance summary of all acquired skills for use when pursuing employment.	Instruction	Students With Disabilities	Faculty	Quarter 3	Year 2		

Strategic Priority 4

Performance summary will be used to create student resume and/or portfolio	Instruction	Students With Disabilities	Faculty	Quarter 3	Year 2		

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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
Faculty and staff will implement PBIS as part of a whole school positive behavior support system to provide a positive and safe environment for all stakeholders.	Based on data gathered from IMPACT, we need to increase student attendance, improve student behavior within the school environment, and reduce the number of student misconducts.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Develop a comprehensive PBIS system to assist students in demonstrating appropriate behaviors within the school environment.	Instruction	Students With Disabilities	PBIS Team	Quarter 1	Year 2		
Create an implementation checklist and timeline for faculty and staff.	Instruction	Students With Disabilities	PBIS Team	Quarter 1	Quarter 4		
Develop a scope and sequence of positive behavioral lessons and resources for teachers to use with small groups of students on a weekly basis.	Instruction	Students With Disabilities	PBIS Team	Quarter 1	Quarter 4		
Provide workshops to parents on the PBIS system to assist them in reinforcing positive student behaviors within the community environment.	Parental Involvement	Students With Disabilities	PBIS Team	Quarter 1	Quarter 2		
Conduct a focus group meeting with students on a quarterly basis to gather student input for the PBIS system.	Other	Students With Disabilities	PBIS Team	Quarter 1	Quarter 2		
Revise the existing Transition Competency Worksheet to align with the PBIS system and the CTE Employability Assessment.	Instructional Materials	Students With Disabilities	PBIS Team	Quarter 1	Quarter 1		
Provide professional development to faculty and staff in the area of crisis prevention intervention in order to increase their ability to handle violent student behavior.	Professional Development	Students With Disabilities	Administration	Quarter 1	Year 2		
Develop a school-wide attendance incentive program to increase daily student attendance.	Instruction	Students With Disabilities	Teachers	On-going	Year 2		
Implement a school-wide attendance plan for all students to reward and increase student attendance.	Instruction	Students With Disabilities	Teachers	On-going	Year 2		

Strategic Priority 5