

## SIMEON HS



## Geographic Area - Auburn Gresham

Official School Name
Neal F Simeon Career Academy High School

Address
8147 S Vincennes Ave
Chicago, Illinois 60620

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
1482	1,608	92%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Career academy	9-12	Level 3	Efficient	

### Mission Statement as of May 2013

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.

### School Priorities as of May 2013

Description	Rationale
<p>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). engagement in professional learning activities and development cycles, 4). direct training and modeling with an assigned instructional lead, and 5). 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 some one 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, and assessment cycles). However, activities are not reflective of teacher individual needs. Each teacher is in need of an individualized professional development plan based on their strengths, areas of concern, and personal goals. The plan will become the teacher's professional learning cycle as well. We are making incremental growth utilizing a very general type of approach. A specialized approach can only yield greater student results. The foundation has been laid. In the past we have relied on teachers to hold themselves accountable. We also depended on departmental leads to support the implementation of instructional goals. Administration has only been able to fully gauge instruction during formal and informal observation and by reviewing student data. Recommendations are made to assist teachers and improve practices. However, individual plans are not created and teachers are forced to rely on professional development and "best practices" to help them improve. The administration is not able to visit daily and rely on assigned leads to assist. This has not been very productive. Teachers need someone to communicate with and to support their efforts. They need someone who understands the "how" and "what" of instruction. To support teachers and provide ongoing internal professional development Lead Teachers and the Coordinator of Curriculum will now focus on teacher practices and applied instructional materials. Their duties will include meeting with teachers, reviewing their individualized professional development plans, conducting classroom instructional snapshots, modeling practices, and assisting with lesson planning. This team will support teachers daily as Lead Teachers. This will also help with the implementation of the REACH Process. I</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 feedback 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 assessements and studying Common Cores we learned that our current instructional practices will not yield positive student outcomes. There is heavy concentratiinn 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.

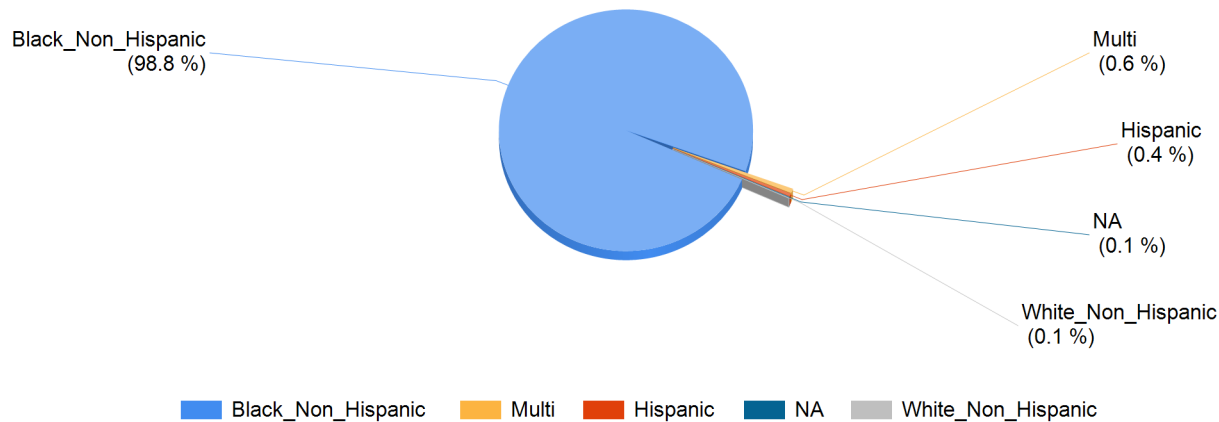
Our goal is to have a school atmosphere and culture that supports all students, especially our most volite population. We will support programs and staff members that provide the structures that address student's social emotional and academic needs through the implementation of programs that foster and promote "healthy" students. Meaning, we want to provide services that address the "whole" student; mentally, physically, 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 deveopment 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).

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 volitile 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

## Programs & Services

<b>Advanced Placement Courses</b>	English Language & Composition, English Literature & Composition, Psychology
<b>College and Career</b>	ACT/SAT Prep Courses, Career Development
<b>Creative</b>	Band/Orchestra, Choir/Chorus
<b>CTE: Citywide</b>	LPN Program
<b>CTE: Other</b>	WECEP
<b>CTE: Traditional Academy</b>	Business & Finance, Construction and Architecture, Culinary Arts, Human Services, Education & Training, IT
<b>CTE: Traditional Program</b>	Finance , Architecture, Carpentry, Electricity, Welding, Culinary Arts, Cosmetology, Early Childhood Education, Teaching , IT Applications, Barbering, Cisco Networking, Oracle/Database Programming, Web Design, Auto Body Repair, Automotive Technology
<b>IB Wall-to-Wall/Programme</b>	No
<b>Life and Leadership</b>	Boys/Girls Student Clubs, JROTC, Mentoring for Boys/Girls, Mikva Challenge, Peace Circles, Student Ambassadors, Young Parent Supports
<b>Parent and Community</b>	8-9th Grade Transition Workshops, Conflict Resolution, Parent Advisory/Group, Safe Passage, Transition to College Workshops
<b>Scholastic</b>	Advanced Placement, Chess Team, Evening School, Math Team, Newspaper, Speech Team, Summer School, Supplemental Educational Services (SES) Tutoring, Technology Club, Tutoring, Virtual Learning/Online Courses, Yearbook Club
<b>School-wide Programs and Models</b>	Automotive Technology, Business & Finance, Career & Technical Education Programs, Construction and Architecture, Cosmetology, Culinary, Information Technology, Medical and Health Careers, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	Boys' Baseball, Boys' Basketball, Boys' Bowling, Boys' Cross Country, Boys' Golf, Boys' Softball, Boys' Swimming, Boys' Tennis, Boys' Track, Boys' Volleyball, Cheerleading, Chess, Football, Girls' Basketball, Girls' Cross Country, Girls' Swimming, Girls' Tennis, Girls' Track, Girls' Volleyball, Pom-Pon, Wrestling
<b>Supports And Resources</b>	Simeon was founded in 1964, and in September 2003 students and staff moved into a new, state-of-the-art building. At Simeon academics and career training go hand and hand. Students are enrolled in general courses during the first two years and at the end of freshman year select one of seven Career & Technical Education (CTE) programs.
<b>Theme Based Magnet</b>	No

**% of students by race/ethnicity**



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
8.89	0.07	92.74	14.72			N/A

General Information	
School Level	HS
Geographic Network	South Side High School Network
Geographic Area	Auburn Gresham
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	284,691
Year Constructed (MAIN)	2003
<b>Breakdown by Building Type (S.F.)</b>	
Building Type	Building Size
MAIN	210316
ADDITION	74375

Schools Co-Located on Campus
<b>School Name</b>

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2013	
		<b><u>Facility Systems Assessed (by Phase)</u></b>
	\$4,526,909.53	<i>Exterior</i>
	\$2,395,430.18	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$2,266,631.51	<i>Interiors</i>
	\$715,341.77	<i>Site</i>
<b>Total Campus Need</b>	<b>\$9,904,312.99</b>	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Maintain
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	YES
BAND	0
CHORAL	YES
COMPUTER	YES
LIBRARY	YES
SCIENCE	YES
PLAYGROUND	

### Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	0	0	0	0	0	0	0	0	0	473	456	406	303		1638
2007	0	0	0	0	0	0	0	0	0	0	324	459	417	370		1570
2008	0	0	0	0	0	0	0	0	0	0	416	332	437	381		1566
2009	0										423	434	332	423		1612
2010	0	0	0	0	0	0	0	0	0	0	436	421	393	307		1557
2011	0	0	0	0	0	0	0	0	0	0	414	419	376	337		1546
2012	0	0	0	0	0	0	0	0	0	1	415	394	402	321		1533
2013	0	0	0	0	0	0	0	0	0	0	400	392	374	273	70	1509

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	0	0	0	0	0	0	0	0	0	400	400	360	323	0	1553
2015	0	0	0	0	0	0	0	0	0	0	400	400	358	311	0	1539
2016	0	0	0	0	0	0	0	0	0	0	400	397	364	309	0	1540
2017	0	0	0	0	0	0	0	0	0	0	400	399	358	314	0	1541
2018	0	0	0	0	0	0	0	0	0	0	400	398	360	309	0	1537
2019	0	0	0	0	0	0	0	0	0	0	400	398	360	311	0	1539
2020	0	0	0	0	0	0	0	0	0	0	400	398	359	311	0	1538
2021	0	0	0	0	0	0	0	0	0	0	400	398	360	310	0	1538
2022	0	0	0	0	0	0	0	0	0	0	400	398	360	311	0	1539
2023	0	0	0	0	0	0	0	0	0	0	400	398	360	311	0	1539