



## 2012-2014 Continuous Improvement Work Plan

## Chicago Vocational Career Academy High School

South Side High School Network

2100 E 87th St Chicago, IL 60617

ISBE ID: 150162990250526

School ID: 609674

Oracle ID: 53011



### Mission Statement

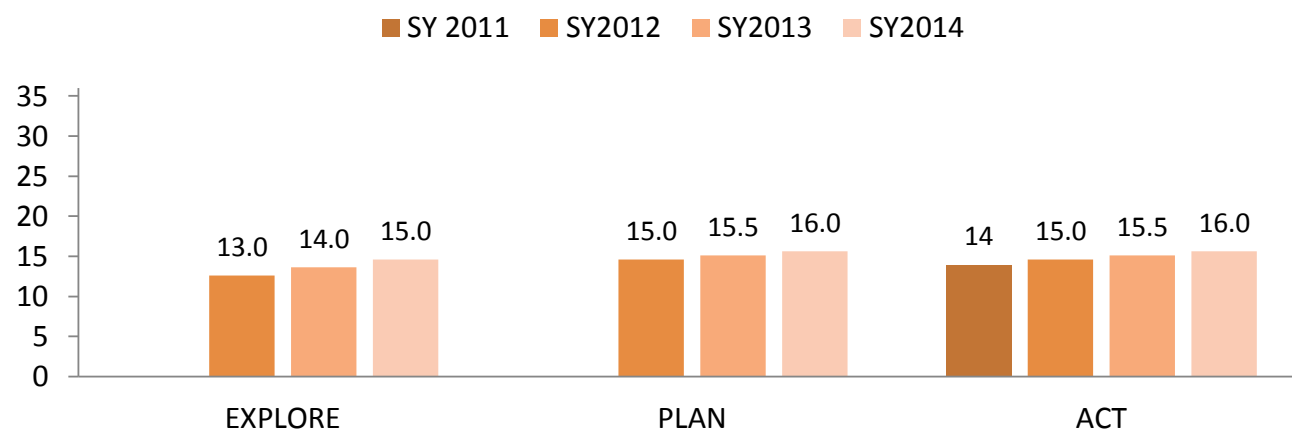
Chicago Vocational Career Academy (CVCA) will create a reflective results-oriented school culture that accelerates achievement by inspiring intellectual inquiry and academic, vocational, and technical excellence for students. This will position every "Cavalier" to thrive in the early college and dual enrollment opportunities we provide for our CTE (Career Technical Education) and STEM (Science, Technology, Engineering and Math) students.

### Strategic Priorities

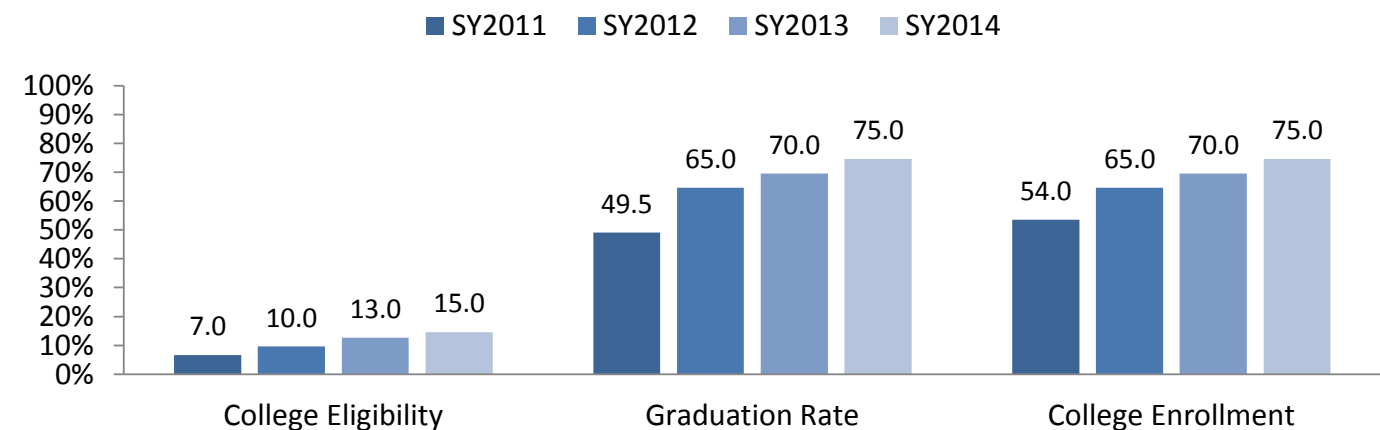
1. Implement reading and literacy strategies across the curriculum in all four grade levels. Teachers will focus on higher-order comprehension instruction and text complexity.
2. Implement focused instruction on increasing math competency through strategic integration of Algebra and Geometry concepts in all CTE major courses and the STEM early college school.
3. Strategically implement systems and interventions for post-secondary and college and career readiness for all students.

### 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:	Chicago Vocational 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
Douglas Maclin, Principal	Principal
LaDonna Marshall, Assistant Principal	Assistant Principal
LaTonya Donald, Assistant Principal	Assessment/Data Faculty
Yolanda Simmons, School Administration Manager	Support Staff
Ramona Noel, Special Needs Department Manager	Special Education Faculty
Ernestine Key, Culture of Calm Coordinator	Support Staff
Tamala Chambers, School Librarian	Classroom Teacher
Earnest Pickett, Parent	LSC Member
Tracy Johnson, Local School Council President	Parent/ Guardian
Donna Harris, Dean of Students	Lead/ Resource Teacher
Tawanda Perkins, Alumni Association President	Community Member
Matthew Covington, Student	Other



High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		12.2	13.0	14.0	15.0	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	7.0	10.0	13.0	15.0
10th Grade - PLAN Average PLAN score		13.9	15.0	15.5	16.0	5-Year Graduation Rate % of students who have graduated within 5 years	49.5	65.0	70.0	75.0
11th Grade - ACT Average ACT score	14.3	13.3	15.0	15.5	16.0	College Enrollment % of graduates enrolled in college	54.0	65.0	70.0	75.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.5	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	0.5	0.5

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	68.8	80.0	82.0	84.0	Misconducts Rate of Misconducts (L4-6) per 100	33.3	17.0	15.0	12.0
Freshman On-Track % of Freshman Students on-track	44.1	75.0	80.0	83.0	Sophomore On-Track % of Sophomore students on track	50.6	60.0	65.0	70.0



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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	6.3	8.0	10.0	12.0		<b>PSAE Reading</b> % of students exceeding state standards	0.0	3.0	5.0	7.0
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	3.2	8.0	10.0	12.0		<b>PSAE Mathematics</b> % of students exceeding state standards	0.0	5.0	7.0	9.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	3.2	8.0	10.0	12.0		<b>PSAE Science</b> % of students exceeding state standards	0.0	5.0	7.0	9.0

## 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.**

DIMENSION 1:Leadership

Typical School	Effective School	Evidence	Evaluation
<b>Goals and theory of action</b> ----->			<b>3</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>School has set clear and measurable goals for student achievement for each grade level and using multiple measures, however, our goals are toward incremental growth. We do have staff supports and community relationships in place to provide exposure and opportunities for all students at all four grade levels to be college ready. In addition to the counseling team to support college readiness, we will also have college and career coaches focused on two grade levels each, so that each grade level is engaged in college and career preparations.</p> <p>The school has established and is actively working from a strategic</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>Principal established clear system for staff to be evaluated using an equation that incorporates student test data, course failure rate, teacher attendance, overall compliance and teacher engagement in activities outside of the classroom, to encourage and reward those that go above and beyond.</p> <p>Principal uses staff development times to reiterate vision and instructional expectations. Assistant principals work with each staff member to model and monitor teaching and learning while providing professional development that is ongoing and in-house.</p> <p>Regular town-halls lead by the principal with students to encourage college and career preparedness with incentives to reward attendance, academic achievement, and other activities that lead students to graduation and post-secondary success.</p> <p>Regular community days established to provide opportunities</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Teacher Leadership</b> ----->			<b>2</b>
<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>- RtI 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>As a result of the school turnaround, we do not have an established teacher team in place. Full staff will not be hired until the end of June, which allows for a short time to train and prepare the team for the school year to start.</p> <p>Each teacher will be encouraged to take on leadership responsibilities that fit their capacity.</p>	



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Typical School	Effective School	Evidence	Evaluation
<b>Instructional Leadership Team (ILT)</b> ----->			<b>2</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>	As a result of the school turnaround, many members of the ILT will be new to the school and likewise new to working together as a team. We anticipate setting a strong tone of collaboration with a heavy focus on writing and literacy across the curriculum. We anticipate the team to be a reflective set of leaders that will be well respected among their peers with the capacity to use and analyze data to support student growth.	
<b>Monitoring and adjusting</b> ----->			<b>2</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>	Regular teams will be in place to provide formative supports at the grade level (grade level teams), by discipline (content area teams), and CTE/core content level teams to ramp up the rigor in our CTE majors and connect their work to core content areas. The regular meetings will monitor progress and work to provide peers and opportunity to share best practices and improve results.	

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DIMENSION 2: Core Instruction

Typical School	Effective School	Evidence	Evaluation
<b>Curriculum</b> ----->			<b>2</b>
<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>As a result of the turnaround, we are in the process of building the curriculum maps that will use Common Core and EPAS standards to make our core subject classes rigorous.</p> <p>We have established a plan that is working well for providing high quality work for our special needs students to help them gain knowledge and skills appropriate to their capacity.</p> <p>As a network partner with Dunbar Career Academy, we intend to share best practices, collaborate on professional development and work together within our network to leverage similar resources given our common threads of being a career academy with several CTE offerings.</p>	
<b>Instructional materials</b> ----->			<b>3</b>
<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>We have a large inventory of materials and supplies used this year that we anticipate utilizing in the coming years because they are high quality and aligned to Common Core standards. We house a large "book room" that is staffed and devoted solely to keeping track of our inventory and ensuring we have an adequate supply of materials and resources for students at all times. Additionally, there are adequate instructional materials in place to support the special needs student population.</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.			



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>3</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>Staff for next year will be dramatically different from this year and we will need to provide a large amount of professional development to bring staff up to speed to ensure the quality and fidelity for the coming year will be as good in the coming year. Interim assessments are administered to each core content subject every five weeks for teacher teams and individual teachers can assess individual student growth and needs to make immediate adjustments and ramp-up supports. This assessment tool is our diagnostic tool in the beginning of the year in addition to being our formative assessment tool to target student supports to closely monitor growth. Interims are aligned to EPAS assessments to ensure student performance is evident in those benchmark assessments as well. all teachers receive one-on-one consultations with an assistant principal to review their student performance data and provide added supports, including classroom modeling when needed. All special needs students receive modified instruction and assessment as prescribed by their IEP.</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>As a result of the school turnaround, nearly 80% of our teaching staff will be new to our school. We anticipate having a high quality team of teachers and will work with every teacher throughout the year to gauge their strengths and areas where additional support is needed so that instruction does not falter as a result of being a novice to the profession or the environment.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	<b>Intervention</b> ----->			<b>3</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>Interim assessments are administered to each core content subject every five weeks in a systematic way to ensure immediate interventions are implemented for students to accelerate their academic growth. Interventions are closely monitored by the grade level and content teams with adjustments made to instruction with each five week review.</p> <p>Small group instruction is provided to special needs students as well as to students receiving credit recovery during 9th and 0 periods. This ensures that students re-taking a course has a greater opportunity for passing.</p> <p>We will have double periods in all subjects next year using a special double block schedule. This provides a structure to engage in interventions in a regular way for students in</p>	
Professional Learning	<b>Whole staff professional development</b> ----->			<b>3</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>Office of School Improvement as well as the South Side Network provides year-round professional development and workshops to all staff from the administrative team to the security team. Additionally, the school intends to supplement professional development needs not met by these two entities to ensure all staff is adequately supported. School-wide staff retreats are planned by the school to ensure the school vision and core priorities are the common thread that binds professional development supports received from all entities.</p>	

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### DIMENSION 3: I

Typical School	Effective School	Evidence	Evaluation
<b>Grade-level and/or course teams</b> ----->			<b>3</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>The South Side Network is training staff on how to collaborate in unit planning, instructional strategies and utilization of assessment data. Teachers will meet every two weeks in their grade level teams and in their content level teams to collaborate and monitor progress. All teams have a representative from the special needs team and post-secondary team to ensure those interests are met in all discussions.</p>	
<b>Instructional coaching</b> ----->			<b>4</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>Our unique assistant principal coaching model is designed to ensure every teacher has an assistant principal providing one-on-one consultations in addition to classroom modeling and ongoing coaching focused on teacher needs and student academic performance. This model provides a framework for all teachers to receive professional development customized to their needs along with frequent feedback on their growth.</p> <p>School Administration Manager (SAM) provides one-on-one coaching for new teachers.</p> <p>Professional learning walks are done bi-monthly to allow staff to do classroom visits across departments and grade levels. These walks allow staff to identify a specific area they would like to receive peer feedback from and colleagues act as critical friends</p>	



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DIMENSION 4: Climate and Culture	Typical School	Effective School	Evidence	Evaluation
	<b>High expectations &amp; College-going culture</b> ----->			<b>2</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>There will be two full-time staff devoted exclusively to college and career work, so not only will every student receive individualized coaching toward college and career success, but the entire staff will be incorporated into plans throughout the year to promote access to college and career opportunities. A year-long plan is in place that includes many things such as having students research and host their own college fair for peers highlighting the university alma maters of staff; several college trips throughout the year allowing every student to have that experience at least once next year; and have college day once a week where a different college or</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>Every student in every grade level will be assigned a mentor through an external vendor group to monitor and support student success and progress in their APB's (attendance, performance and behavior). City Year will work with all freshmen, Black Star Project will work with sophomores, Youth Guidance will work with juniors and Ada S. McKinley will work with seniors.</p> <p>Principal has an open-door policy that allows students to grieve concerns regarding relationships or interactions with any adult in the building at any time.</p> <p>We will be instituting a formal advisory time to devote extended time to students to focus on social and emotional needs and</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>The Dean of Students has a staff of Deans focused on ensuring the safety of all students and staff in the building and administering fair consequences to students that commit infractions. Every student is given an opportunity to present their side of the story before punishment is determined. Parents are always notified and included in discussions involving student discipline. Our first option is always to wrap-around a student with compassion in an effort to prevent repeat offenses. With every student having a mentor, we anticipate preventing infractions from occurring altogether through</p>	



## School Effectiveness Framework

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

Typical School		Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	<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>Principal regularly attends monthly local school council meetings providing updates on student performance, school achievement, goals and plans for the future of the school.</p> <p>Monthly newsletters are distributed to students and their families highlighting activities that occurred in the school, special accomplishments and plans.</p> <p>Every teacher gives every student a syllabus for every class at the beginning of the year. This clarifies expectations for students and parents to make it easier for students to earn the best grade.</p> <p>Outreach to communities and families through quarterly</p>	
	<b>Ongoing communication</b> ----->			<b>3</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>In addition to the two report card pick-up days in the year, families will have several opportunities throughout the year to dialogue with school staff about student expectations and supports available to encourage success. Every child will have an adult mentor connecting with them at least once a week to reiterate expectations, support student needs, and serve as liaison to administration if needed. The principal also has an open-door</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 a 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>The open and welcoming environment starts with the principal and permeates throughout the staff so the environment feels like family. We host a large community day once every quarter inviting community, alumni, parents and prospective students to engage with our students and staff. We do a range of things including student performances and student demonstrations and free services focused around their CTE area of specialization (ie. auto tech students perform oil changes, cosmetology students provide manicures, etc.). These special days are advertised widely so that local businesses and all interested in learning more or becoming a part of the CVCA family feel welcome.</p>	

## School Effectiveness Framework

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6: College and Career Readiness Supports	Typical School	Effective School	Evidence	Evaluation
	<b>Specialized support</b> ----->			<b>3</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>	School conducts special outreach to special needs students in addition to creating an open and welcome environment for their unique voice to be included throughout the school.	
	<b>College &amp; Career Exploration and election</b> ----->			<b>2</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>	We will have two full time staff focused solely on college and career opportunities and exposure for students in all four grades. There will be activities including job shadowing, college trips, in-house college fairs, college days and local internships.	
	<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>	We offered six AP courses this year in comparison to only one offered the previous year. We anticipate offering at least the same 6 offered for SY2013 and SY2014 so students have access to rigorous courses available to freshmen through senior year.	
	<b>Enrichment &amp; Extracurricular Engagement</b> ----->			<b>3</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>	Every student is encouraged to participate in at least one club or sport for the year. The types of sports offered has been increased dramatically with the refurbishment of the swimming pool and ensuring all athletic sponsors will be staff on-site every day. We	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	<b>College &amp; Career Assessments</b> ----->			<b>2</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>	All students will have access to and be regular users of the online resources available to CPS students that promotes college and career awareness. Additionally, counselors and college and career coaches will ensure every student participates in multiple activities promoting college and career readiness.	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>2</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>	Monthly workshops will be targeted to senior students, though all families will be welcome to attend, encouraging parents to attend, that will focus on college and career preparedness. A different topic will be concentrated on each month and parents will receive personal invitation to attend so they can get comfortable with the idea of their child going to college and be an encouraging supporter in the process.	
	<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>	We will focus on the "transition in" and "transition out" of high school in an intense manner. Incoming freshmen will attend a 6-week freshman connection program over the summer prior to starting their freshman year to prepare them for high school level work and help them get comfortable with the high school they will be attending in the fall. Juniors and seniors will receive intensive supports throughout the year to strengthen their ACT scores (which widens their college opportunities), in addition to a large range of activities connecting to professionals in careers and colleges	

## 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.**

**DIMENSION 7: Resource Alignment**

Typical School	Effective School	Evidence	Evaluation
<b>Use of Discretionary Resources</b> ----->			<b>2</b>
<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>We have an active alumni association poised to connect our students with local business partners and personal resources that will supplement and add to our resource pool.</p> <p>Discretionary dollars have been fully aligned to the priorities listed in our strategic plan as well as external funding being secured to ensure all the areas of student support and incentives, teacher support and overall excellence for the school is met.</p>	
<b>Building a Team</b> ----->			<b>3</b>
<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>Due to the Turnaround status of our school, a majority of the staff selected this year was done by the Office of School Improvement. They have provided us with a multi-step interview process that includes individual presentations, small group discussions, student and community panels, and one-on-one interviews. The process is designed to ensure the staff is high quality.</p> <p>Our partnership with Chicago State University allows us to have student teachers do classroom observations and see teaching in motion to merge teaching as practice. Additionally, CSU teachers use our school as a a place to develop their own action research to validate their instruction. We intend to use this pool of student teachers that received their clinical experience on-site with us to be</p>	
<b>Use of Time</b> ----->			<b>3</b>
<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>School schedule is designed to allow weekly time during the school day for professional development and teacher collaboration.</p> <p>Block schedule is for every student in the school with some receiving double period courses as needed. Students select some courses and their CTE major based on interest and "fit".</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

Chicago Vocational Career Academy (CVCA) will create a reflective results-oriented school culture that accelerates achievement by inspiring intellectual inquiry and academic, vocational, and technical excellence for students. This will position every "Cavalier" to thrive in the early college and dual enrollment opportunities we provide for our CTE (Career Technical Education) and STEM (Science, Technology, Engineering and Math) students.

### Strategic Priorities

#	<b>Priority Description:</b> Write in the description of your priority.	<b>Rationale:</b> Write in your rationale (see instructions for guiding questions).
1	Implement reading and literacy strategies across the curriculum in all four grade levels. Teachers will focus on higher-order comprehension instruction and text complexity.	Baseline data for SY2011 reveals 6.3% students meeting state standards in Reading on the PSAE exam and none of our students exceeding state standards.
2	Implement focused instruction on increasing math competency through strategic integration of Algebra and Geometry concepts in all CTE major courses and the STEM early college school.	Baseline data for SY2011 reveals 3.2% students meeting state standards in math on the PSAE exam and none of our students exceeding state standards. We see a natural connection between math and the CTE's we have at CVCA. Leveraging those natural connections to math in each of these tracks will make it easier for students to see the relevance of math, provide more opportunities to strengthen math skills and ultimately improve standardized test scores in math.
3	Strategically implement systems and interventions for post-secondary and college and career readiness for all students.	Baseline data for SY2011 reveals 54% graduates enrolled in college. CVCA focused exclusively on a portion of the 12th grade population instead of establishing a college and career-going culture across the school. The post-secondary team in previous years has not done an adequate job of outreach with alumni, parents and university partners to strengthen those relationships and expand resources, internships and job shadowing opportunities for students.
4	Optional	
5	Optional	





## Strategic Priority 1

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

Strategic Priority Description	Rationale
Implement reading and literacy strategies across the curriculum in all four grade levels. Teachers will focus on higher-order comprehension instruction and text complexity.	Baseline data for SY2011 reveals 6.3% students meeting state standards in Reading on the PSAT exam and none of our students exceeding state standards.

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
TIA (Targeted Instructional Area) is writing across the curriculum and will be introduced across all subjects and all grade levels	ILT/ Teacher Teams	All	AP Donald	Summer 2012	On-going		
All administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson framework.	Professional Development	All	Principal Maclin, AP Donald and AP Johnson	Summer 2012	Quarter 2		
0 and 9th period (before and after school) credit recovery and SES courses in reading	After School/ Extended Day	All	Simmons , Principal Maclin, OSI	Quarter 2	Quarter 4		
Double period Read 180 for freshmen whose reading achievement is below the proficient level for the entire year	Professional Development	Other student group	AP Donald	Quarter 2	Quarter 4		
Monthly grade level teams will discuss individual student needs and progress so that academics well as social and emotional needs are met	ILT/ Teacher Teams	Other student group	AP Johnson	Quarter 1	Quarter 4		
The South Side Network provides high quality materials from professional development that allows us to administer interim assessments in core subject courses every five weeks	Instructional Materials	All	AP Donald	Quarter 1	Quarter 4		
Monthly content area teams will collaborate and share content and instructional strategies so that students matriculate through the course sequence successfully	Instruction	Other student group	AP Donald, AP Johnson and AP Marshall	Quarter 1	Quarter 4		
Youth Guidance will work exclusively with junior students to provide tutoring, mentoring, advocacy and case management to ensure all juniors have excellent APB's (attendance, performance and behavior)	Other	Other student group	Dean Harris and Key	Quarter 1	Quarter 4		

## Strategic Priority 1

[illegible]



## 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
Implement focused instruction on increasing math competency through strategic integration of Algebra and Geometry concepts in all CTE major courses and the STEM early college school.	Baseline data for SY2011 reveals 3.2% students meeting state standards in math on the PSAT exam and none of our students exceeding state standards. We see a natural connection between math and the CTE's we have at CVCA. Leveraging those natural connections to math in each of these tracks will make it easier for students to see the relevance of math, provide more opportunities to strengthen math skills and ultimately improve

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All administrators and teachers will be trained on developing standards aligned lesson plans based on the Charlotte Danielson framework.	Professional Development	All	Principal Maclin, AP Donald and AP Johnson	Summer 2012	Quarter 2		
0 and 9th period credit recovery and SES courses in reading and math	After School/Extended Day	All	SAM Simmons	Quarter 1	Quarter 4		
Creation of teacher pairings for CTE and math teachers to support improved math achievement and interdisciplinary projects	Staffing	All	AP Donald and AP Marshall	Summer 2012	Quarter 4		
Monthly grade level teams will discuss individual student needs and progress so that academics as well as social and emotional needs are met	ILT/ Teacher Teams	Other student group	AP Johnson	Quarter 1	Quarter 4		
The South Side Network provides high quality materials and professional development that allows us to administer interim assessments in core subject courses every five weeks	Instructional Materials	All	AP Donald	Quarter 1	Quarter 4		
Monthly content area teams will collaborate and share content and instructional strategies so that students matriculate through the course sequence successfully	Instruction	Other student group	AP Donald, AP Johnson and AP Marshall	Quarter 1	Quarter 4		
Youth Guidance will work exclusively with junior students to provide tutoring, mentoring, advocacy and case management to ensure all juniors have excellent APB's (attendance, performance and behavior)	Other	Other student group	Dean Harris	Quarter 1	Quarter 4		



Strategic Priority 2

City Year will work exclusively with freshman students to provide tutoring, mentoring, advocacy and case management to ensure all freshmen have excellent APB's (attendance, performance and behavior)	Other	Other student group	Dean Harris and Interventionist Key	Quarter 1	Quarter 4		
Black Star Project will work exclusively with sophomore students to provide tutoring, mentoring, advocacy and case management to ensure all sophomores have excellent APB's (attendance, performance and behavior)	Other	Other student group	Dean Harris and Interventionist Key	Quarter 1	Quarter 4		
Freshman Connection will be offered for 4-weeks for incoming freshmen to learn about high school, complete a credit earning reading course and connect with students and teachers they will be with during the school year	Instruction	Other student group	Interventionist Key	Summer 2012	Summer 2012		
One-on-one consultations between teachers, assistant principals and principal using the results from interim assessments. This will occur in core subject courses every five weeks to formatively adjust teaching and learning strategies.	Instruction	All	Principal Maclin, AP Donald and AP Johnson	Quarter 1	Quarter 4		



## 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
Strategically implement systems and interventions for post-secondary and college and career readiness for all students.	Baseline data for SY2011 reveals 54% graduates enrolled in college. CVCA focused exclusively on a portion of the 12th grade population instead of establishing a college and career-going culture across the school. The post-secondary team in previous years has not done an adequate job of outreach with alumni, parents and university partners to strengthen those relationships and expand resources, internships and job shadowing opportunities

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All seniors will have access to a computer lab before school starts (7 a.m.) and after school (until 4 p.m.) starting January 1, 2013 to complete their FAFSA online	After School/ Extended Day	Other student group	Interventionist Key and Counselor Roberts	Quarter 3	Quarter 4		
At least two full computer labs will be fully operational and accessible to seniors to complete their FAFSA online	Equipment/ Technology	Other student group	Interventionist Key & Technician Mitchell	Quarter 2	Quarter 4		
Workshop will be provided for seniors and their parents to understand the financial aid process and FAFSA completion	Instruction	Other student group	Interventionist Key	Quarter 1	Quarter 3		
Accommodations will be made for students with disabilities and their parents to accurately complete their FAFSA	Instruction	Students With Disabilities	Interventionist Key and Chair Noel	Quarter 1	Quarter 3		
Parents of senior students will be informed of college and career plans for the year and given deadlines and resources to support timely completion of FAFSA	Parental Involvement	Other student group	Interventionist Key	Quarter 1	Quarter 1		
School staff will receive training to ensure current processes and information is understood by school staff supporting parents and students completing FAFSA	Professional Development	Not Applicable	Interventionist Key	Quarter 1	Quarter 1		
Interdisciplinary teacher teams will work with students at each grade level to ensure a project is completed that will be used for their end of the year exhibition	Instruction	All	AP Marshall	Quarter 1	Quarter 4		
Launch pilot dual enrollment program(s) for students demonstrating readiness for college level courses	Staffing	All	Principal Maclin	Quarter 3	Summer 2013		





### Strategic Priority 3

Parents will be encouraged to attend all college trips as well as special workshops designed to educate them about the college admissions process	Parental Involvement	Other student group	Interventionist Key	Quarter 1	Quarter 4		
Work with alumni, parent and community partmners to secure a summer opportunities for students that will provide experiences to support their applications for admission to colleges	LSC/ PAC/ PTA	All	Interventionist Key	Quarter 1	Quarter 4		
Parents of every student will have an opportunity to accompany their child on at least one college trip	Parental Involvement	All	Interventionist Key	Quarter 1	Quarter 4		
Encourage parents to chaperone college trips for rising freshmen.	Parental Involvement	Other student group	Interventionist Key	Summer 2012	Summer 2012		
Work with whole staff to host an in-house college fair that allows freshmen and sophomores to earn service learning hours and research colleges and universities, while engaging staff in sharing information about a university they have personal connections to, and exposing juniors and seniors to post-secondary options in preparation for submitting applications	ILT/ Teacher Teams	All	Interventionist Key	Quarter 1	Quarter 1		
Seniors will highlight their college and career choices for National Decision Day in a pageant-styled format for the entire school community (freshmen through seniors, staff and community)	ILT/ Teacher Teams	All	Interventionist Key	Quarter 3	Quarter 4		
All students participating in career shadow day will complete a training on how to dress, etiquette, etc. in preparation for a successful pairing with a professional	Instruction	Other student group	Interventionist Key	Quarter 3	Quarter 3		
LSC, alumni, community and business partners will be solicited to help place students in appropriate career shadow experiences	LSC/ PAC/ PTA	Other student group	Interventionist Key	Quarter 3	Quarter 3		
Printed materials will be needed to help guide students through the process of selecting colleges and a career to target	Supplies	Other student group	Interventionist Key	Quarter 1	Quarter 4		

## Strategic Priority 4

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

Strategic Priority Description	Rationale

## Action Plan

## Monitoring

[illegible]

