



# Charles Allen Prosser Career Academy High School

North-Northwest Side High School Network

2148 N Long Ave Chicago, IL 60639

ISBE ID: 150162990250534

School ID: 609679

Oracle ID: 53041



## 2012-2014 Continuous Improvement Work Plan

### Mission Statement

Prosser Career Academy is an institution devoted to providing young people with opportunities to explore their place in a global community. We encourage students to extend their world and become independent learners who achieve their dreams. We emphasize Education to Careers and International Baccalaureate coursework to develop the knowledge and skills needed for our students to be successful on the paths that they choose. Furthermore, we meet the social, emotional, cultural, and ethnic diversity needs of our community.

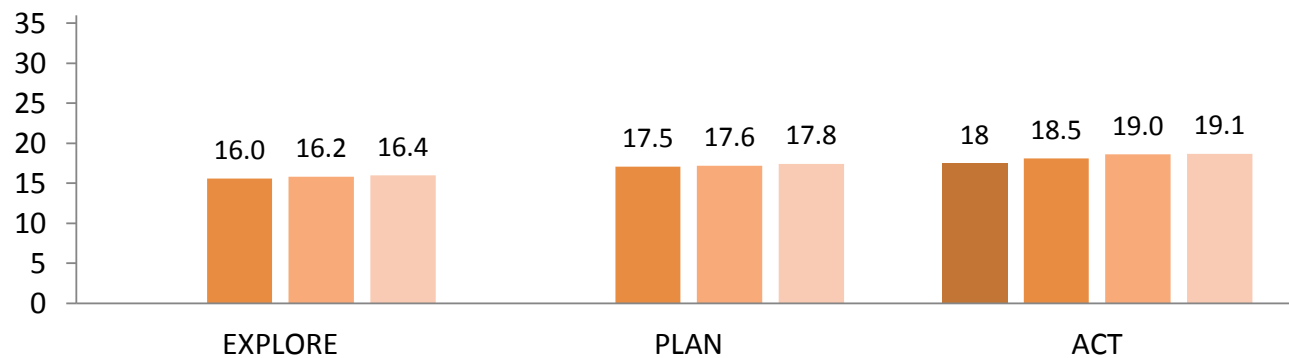
### Strategic Priorities

1. Students On-Track: Prosser Career Academy will create a culture of post-secondary success buttressed by programs that support students from 9th through 12th grades.
2. Academic Achievement: Prosser will implement a rigorous and collaborative curriculum aligned to the CCSS and focused on non-fiction texts, text-complexity, close-reading, problem solving, and critical thinking.
3. Attendance: Prosser aims to maintain a 90% attendance rate through a comprehensive system of student interventions and supports.
4. (per Network Suggestion, we are strategically focusing on 3 goals)
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### School Performance Goals

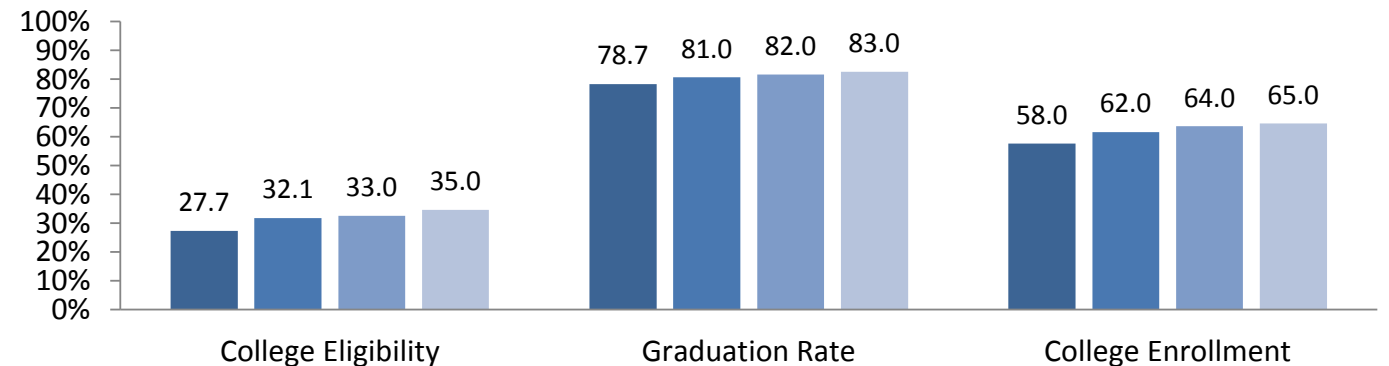
#### EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



#### 12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





# Continuous Improvement Work Plan 2012 - 2014



## Overview

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

Charles Allen Prosser 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
Bryan Quinlan	Classroom Teacher
Molly Rankin	Classroom Teacher
Tim Czarniecki	LSC Member
Linda Klasek	LSC Member
Elizabeth Rolander	Classroom Teacher
Darlene Schnur	Counselor/Case Manager
Pam Delacruz	Counselor/Case Manager
Mariana Jennings	Classroom Teacher
Mara Castillo	Support Staff
Dan Gawne	Classroom Teacher
Eileen Lynch	Support Staff
Ken Hunter	Principal



## High School Goal Setting

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

## Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>9th Grade - EXPLORE</b> Average EXPLORE score		15.6	16.0	16.2	16.4	<b>College Eligibility</b> % of graduates eligible for a selective four-year college (GPA & ACT)	27.7	32.1	33.0	35.0
<b>10th Grade - PLAN</b> Average PLAN score		16.1	17.5	17.6	17.8	<b>5-Year Graduation Rate</b> % of students who have graduated within 5 years	78.7	81.0	82.0	83.0
<b>11th Grade - ACT</b> Average ACT score	17.9	16.2	18.5	19.0	19.1	<b>College Enrollment</b> % of graduates enrolled in college	58.0	62.0	64.0	65.0

## EPAS Growth

	SY2013 Goal	SY2014 Goal
<b>EXPLORE to PLAN</b> Average growth from Spring EXPLORE to Spring PLAN	1.6	1.6
<b>PLAN to ACT</b> Average growth from Spring PLAN to SPRING ACT	1.5	1.5

## Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
<b>Attendance Rate</b> Average daily attendance rate	86.0	88.0	89.0	90.0	<b>Misconducts</b> Rate of Misconducts (L4-6) per 100	9.7	7.9	7.5	7.3
<b>Freshman On-Track</b> % of Freshman Students on-track	79.4	83.0	85.0	87.0	<b>Sophomore On-Track</b> % of Sophomore students on track	84.6	78.0	80.0	81.0

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## State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
<b>PSAE Reading</b> % of students meeting or exceeding state standards	41.0	42.0	43.0	44.0		<b>PSAE Reading</b> % of students exceeding state standards	0.9	1.0	1.2	1.4
<b>PSAE Mathematics</b> % of students meeting or exceeding state standards	35.4	36.0	37.0	38.0		<b>PSAE Mathematics</b> % of students exceeding state standards	0.3	0.5	0.7	1.0
<b>PSAE Science</b> % of students meeting or exceeding state standards	23.6	25.0	26.0	27.0		<b>PSAE Science</b> % of students exceeding state standards	0.6	0.8	0.9	1.2

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 1: Leadership</b>	<b>Goals and theory of action</b> ----->			<b>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>We have a thorough, widely publicized Strategic Plan that has directed our Action Plans and was greatly used to inform our CIWP. The Strategic Plan and now the CIWP are driven by SMART Milestones hung in classrooms and hallways and used by all staff. For example, the SMART Milestone requiring 90% attendance rate for seniors to attend senior activities (luncheon, prom)</p>	
	<b>Principal Leadership</b> ----->			<b>2</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>All staff members have enrolled themselves in an Affinity Group based on their interests. Staff members analyzed school-wide data and wrote down trends and reactions on post-it notes; these post it notes were then utilized in a staff discussion. After the discussion, reactions were grouped together by a group of volunteer staff members; these groupings resulted in Affinity Group titles (which are teams that as a collective include every faculty member). These Affinity Groups are built to increase productivity and establish an arena for teacher voice and are based on the work of Baron, 2007 in "Critical Friendship: Leading from the Inside Out."</p> <p>Best practices are shared during Embedded PD by dozens of instructors via a year-long cycle.</p> <p>Instructional Rounds protocol, and others, consistently re-worked from teacher feedback on SurveyMonkey</p>	

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<b>Teacher Leadership</b> ----->			<b>3</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>- Rtl team</li> <li>-Committee chair or membership</li> <li>-Mentor teacher</li> <li>-Curriculum team</li> <li>-Coach</li> <li>-Family liaison</li> <li>-Data team</li> <li>-Bilingual lead</li> <li>-SIPAAA/CWIP team</li> <li>-Union representative</li> <li>-Grant writer</li> </ul> </li> <li>• Each teacher has equity of voice in grade/course, ILT and whole staff meetings</li> <li>• Each teacher is encouraged to share learning about effective practice from PD or visits to other schools</li> </ul>	<p>Each teacher enrolled in one of 5 Affinity Groups based on the work of Mike Klonsky (Discipline, Community Building, Instructional, Assessment, Student Motivation)</p> <p>Multiple opportunities for teacher investment beyond the classroom including Student Assistance Committee (weekly meeting of 8 members; ILT (weekly meeting of 11 members)- these committee members greatly range in years of service at Prosser</p> <p>We have family Liason</p> <p>Each TCT as a Course Team Leader</p>	

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Typical School	Effective School	Evidence	Evaluation
<b><i>Instructional Leadership Team (ILT)</i></b> ----->			<b>3</b>
<ul style="list-style-type: none"> <li>• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling.</li> <li>• The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns.</li> <li>• The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement.</li> <li>• ILT engages in changes to practice in response to voiced concerns.</li> <li>• ILT analyzes student test data if new data is available.</li> </ul>	<ul style="list-style-type: none"> <li>• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff.</li> <li>• The ILT leads the work of improving teaching and learning school-wide</li> <li>• The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching.</li> <li>• The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus.</li> <li>• The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals.</li> <li>• The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly</li> </ul>	<p>ILT modeled Instructional Rounds and created/ orchestrated the school-wide Rounds.</p> <p>Affinity groups lead school's approach to PD.</p> <p>All core subject areas represented on the ILT (and Counseling, SPED, Attendance)</p> <p>Minutes published. Complaints handled by Committee Chair. We have had five different focus areas in four years-- making it difficult to reflect on our progress as our goal(s) change. There doesn't seem to be room for improvement before it's time to change.</p>	
<b><i>Monitoring and adjusting</i></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>	<p>D/F list analysis by grade-level teams tri-weekly. Interim Assessments utilized according to CPS timeline. We "do" the data and tests requested by CPS. Whether or not that information drives daily instruction is uncertain.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 2: Core Instruction</b>	<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>Rubicon Atlas has a documented curriculum map for all core courses. Non-core courses have begun to use the system but have not finished their work. All courses are currently working to align maps to the CCSS by the close of the 2011-2012 school year.</p> <p>TCTs plan common units of instruction. Plans are available to all in the Rubicon system.</p> <p>We have budgetary concerns about ensuring CCSS recommended texts are in the classrooms. Particularly, there is concern with Math books meeting the CCSS curriculum.</p> <p>SPED students are included in non-self contained classes whenever possible: 81 team-taught courses. Ongoing PDs to support differentiated instruction-- at least one per quarter.</p>	
	<b>Instructional materials</b> ----->			<b>2</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>Grade levels and course teams in the school follow the lead of AP and IB and use instructional materials tied to standards such as all teachers having access to instructional resources on the IB website.</p> <p>Instructional Materials are modified by teachers for the needs of students and are available in the Special Education office and with ELL teachers.</p>	
<p><b>Reading Materials Survey:</b> In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at <a href="http://www.surveymonkey.com/s/materialsurvey">www.surveymonkey.com/s/materialsurvey</a>. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				



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Typical School	Effective School	Evidence	Evaluation
<b>Assessment</b> ----->			<b>2</b>
<ul style="list-style-type: none"> <li>• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings.</li> <li>• Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them.</li> <li>• Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning.</li> <li>• Most assessments are designed to be identical for all students, without accommodation for learner need.</li> </ul>	<ul style="list-style-type: none"> <li>• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment.</li> <li>• Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis.</li> <li>• Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products).</li> <li>• Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.</li> </ul>	<p>Data available immediately after Interim and Scantron testing this year. Teachers were instructed on how to login and see their data after the tests.</p> <p>We could be using CIM to create more comprehensive assessments.</p> <p>People are aware that we need to begin assessing CCSS, but we have not yet had proper school-wide training in this area.</p> <p>We have hard copies of modified exams in SPED office and these modifications are reflected in student IEPs.</p>	

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Typical School	Effective School	Evidence	Evaluation
<b>Instruction</b> ----->			<b>3</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>Teachers communicate clear and consistent learning objectives to students during classroom time.</p> <p>Great Books are used to promote questioning, deep understanding, and text complexity rigor.</p> <p>Classroom objectives are aligned using collaboratively developed course maps that are designed to meet the levels of the students.</p> <p>There are 81 co-taught classrooms where teachers collaborate to develop effective scaffolding instructional strategies that differentiate to student ability. Modification evidence is available in the Special Education Office.</p>	

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	Typical School	Effective School	Evidence	Evaluation
<b>Professional Learning</b>	<b>Intervention</b> ----->			<b>2</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>Counselors assigned by grade level creates standardization and effectiveness</p> <p>D/F meetings by grade level are held quarterly to create action plans</p> <p>Student Assistance Committee meets weekly,</p> <p>Intervention and Prevention network made of varying student opportunities in the building: Community Laison (Pastor Kyles)/U.S. Empowered/Snowball/Arts of Living/Sister to Sister/Attendance protocols/ Group Social worker/ Social Worker interns/ Gay Straight Alliance/ Homeless Program</p>	
	<b>Whole staff professional development</b> ----->			<b>2</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>Quarterly plans created for embedded Professional Development; Mike Klonsky (Academic and Consultant) hired to oversee Professional Development; 3 Modes of Professional Development (Wednesday early student dismissal, District Professional Days, Weeekly Embedded PD) are meant to meet diverse needs; dozens have staff members have led Professional Development this year; Principal often leads Professional Development sessions as instrcutional leader; Outside Programs actively encouraged and attended by staff cohorts (i.e. with the Art Institute of Chicago, Museum of Modern Art, and Columbia Museum of Photography),</p>	

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<b>DIMENSION 3: I</b>	<b>Grade-level and/or course teams</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week.</li> <li>Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention.</li> <li>Ownership for student learning results lies primarily with individual teachers.</li> <li>Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally.</li> <li>There are meeting agendas, but no clear protocols or norms for discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction.</li> <li>Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention.</li> <li>Teacher teams share ownership for results in student learning.</li> <li>Teams are inclusive of general education, special education, bilingual teachers and other specialists.</li> <li>Teams are supported by an ILT member, team leader, or “expert”, as appropriate.</li> <li>Teachers have protocols or processes in place for team collaboration.</li> </ul>	Time allotted for collaboration on Wednesdays and via Embedded PD time; course teams need to have more defined time to discuss common interventions for different students; documented team leaders need to be re-established; ILT is comprised of one or more members of each core academic department	
	<b>Instructional coaching</b> ----->			<b>1</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>	Instructional Rounds protocol includes a post-conference and instructional discussion; AP and Principal meet all deadlines for observations; New teacher induction handled within the Community Building Affinity Group; Schools is currently looking forward to the Danielson Framework and undergoing school-wide PD on it in order to become a more effective school	

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 4: Climate and Culture</b>	<b>High expectations &amp; College-going culture</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.</li> </ul>	<ul style="list-style-type: none"> <li>Every staff member reinforces school expectations for all students to aspire to college and career-ready standards.</li> <li>The school has developed and is executing an intentional plan to build and maintain a college-going culture.</li> <li>Every student has opportunities for authentic leadership and student voice</li> </ul>	Seniors required to have a completed FAFSA to attend end-of-the-year privileges (i.e. Prom, Senior Luncheon); All seniors required to apply to 3 schools monitored via excel monitored by Senior Counselor; U.S. Empowered Programs build student momentum for college (wearing sweatshirts, modeling goal setting, interviewing students, going on college visits), expansion of IB Programme (notably with the new IBCC program) and opening of AP test opportunity to all students for equity and access, student leadership abounds with JRTOC, I.O.N., Snowball, ATG, and other student clubs	
	<b>Relationships</b> ----->			<b>4</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>	Open school building seven days a week- early morning to late evening; 35 Extra Curricular Oportunities clubs (5 clubs were added this year; one disbanded), overnites, dances, 12 sports teams (one added, one disbanded this year), Engagement level data from Instructional Rounds supports notion that students are actively engaged in our classrooms, 81 classes are co-taught, African-American/Spanish/Polish Club each tend to cultural opportunity and sensitivity	
<b>Behavior &amp; Safety</b> ----->			<b>3</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>	Prosser Top 5 discipline rules created by staff; parent shadowing program encouraged; code of student conduct utilized and followed; conferences with parents; centrally utilized discipline office	

### School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 5: Family and Community Engagement</b>	<b>Expectations</b> ----->			<b>2</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>	open house, parent breakfasts by grade level with principal, freshmen orientation, standardization needed across TCT's	
	<b>Ongoing communication</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.</li> </ul>	Phone logs, updates on phone and email from report card pick-up by attendance office	
	<b>Bonding</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>The school has a business-like atmosphere.</li> <li>School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	<ul style="list-style-type: none"> <li>The school establishes and non-threatening, welcoming environment.</li> <li>The principal leads the work to empower and motivate families and community to become engaged.</li> <li>School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.</li> </ul>	Snowball, dances, overnights, pep assemblies, Saturday technology classes, open and accessible school hours, parents invited to plays, athletic events, and fine arts showcases	

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>6: College and Career Readiness Supports</b>	<b>Specialized support</b> ----->			<b>2</b>
	<ul style="list-style-type: none"> <li>School provides required services to students within the school building/typical school hours.</li> </ul>	<ul style="list-style-type: none"> <li>School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.</li> </ul>	attendance coordinator home visits; outreach to families by Senior Counselor (including on Saturdays)	
	<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>	Freshmen Leadership Institute; Freshmen Connection counseling courses; FAFSA Nights with parents (Quarterly, with extra sessions added in the second semester); College Fairs and Visits (both internally and externally)	
<b>Academic Planning</b> ----->			<b>3</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>	IB expansion; All students invited to take any AP test; CCSS alignment process documented on rubicon; students self-select to enter into AP coursework; 83 honors sections; IB Expansion - particularly with IBCC		
<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>	35 clubs, 12 sports teams, open school, monthly assemblies from musicians/community speakers/etc		

## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION</b>	<b>College &amp; Career Assessments</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students do not participate in college and career ready assessments</li> </ul>	<ul style="list-style-type: none"> <li>The school promotes preparation, participation, and performance in college and career assessments.</li> </ul>	RSES, CCAP, CTE Capstone Competitions for senior projects, DeVry and Deloitte Consulting career readiness visits among others in the CTE program	
	<b>College &amp; Career Admissions and Affordability</b> ----->			<b>3</b>
	<ul style="list-style-type: none"> <li>Students in 11th and 12th grade are provided information on college options , costs and financial aid.</li> </ul>	<ul style="list-style-type: none"> <li>The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.</li> </ul>	Quarterly FAFSA Nights (additionally a Spring Break option and 2 extra FAFSA parent nights in 4th quarter), 2 U.S. Empowered Cohorts (next year there will be three)	
<b>Transitions</b> ----->			<b>3</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>	2 U.S. Empowered cohorts (3 next year); ASPIRA Grants, ASPIRA Club; Freshmen Connection funded internally; Outreach to elementary schools through student shadow days, elementary school visitation days, articulation meetings with feeder school Principals and Counselors, Winter/Spring Break Leadership Service Learning Institutes for elementary school visits; College Fair held internally; Internally-funded trips to local and regional college fairs and visits	



## School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
<b>DIMENSION 7: Resource Alignment</b>	<b>Use of Discretionary Resources</b> ----->			<b>3</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>	2 U.S. Empowered Cohorts (3 in 2012-2013); IBCC implemented to support Career and College Readiness; Quarterly FAFSA nights; College Readiness Advisor funded internally, College Essay included in the Junior and Senior Curricula- additional focus given in the Full School Day	
	<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>	Part-Time College Readiness Advisor (CRA); dedicated College Counseling Intern; Social Worker Interns to support social-emotional needs of students; tri-weekly grade-level meetings among staff to review student progress; Student Assistance Committee meets weekly to identify students in-need of additional social-emotional support	
	<b>Use of Time</b> ----->			<b>2</b>

## School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
<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>AP/IB/Honors/Regular scheduling options with cross-over; Full Day schedule provides right-fit schedule for student needs- including credit-recovery options, PSAT test-Prep, Service Provider Meetings, On-Track Academic Interventions, Study Skill Workshops, CTE Exploration, Enrichment opportunities; 75 minute early dismissal days used for TCT, Grade-level, Affinity Group collaboration; Blue and Gold Tutoring provides structured, differentiated, and individualized intervention; Freshmen On-Track Coordinators support student progress</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

Prosser Career Academy is an institution devoted to providing young people with opportunities to explore their place in a global community. We encourage students to extend their world and become independent learners who achieve their dreams. We emphasize Education to Careers and International Baccalaureate coursework to develop the knowledge and skills needed for our students to be successful on the paths that they choose. Furthermore, we meet the social, emotional, cultural, and ethnic diversity needs of our community.

### Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Students On-Track: Prosser Career Academy will create a culture of post-secondary success buttressed by programs that support students from 9th through 12th grades.	With a college eligibility rate of 27.7%, a 5 year graduation rate of 78.7%, and a SY2011 freshmen on-track rate of 79.4%, we are going to focus on increasing post-secondary success as a strategic priority. Six milestones are outlined below to support our vision of early success begetting success. We have integrated multiple support pieces at the 9th grade level in particular in order to set students on a path towards academic achievement and ensure students are promoted to higher grade levels. An early understanding of how high school works and how to advocate on behalf of one's own education iterates the importance of class-work and ultimately the importance of college.
2	Academic Achievement: Prosser will implement a rigorous and collaborative curriculum aligned to the CCSS and focused on non-fiction texts, text-complexity, close-reading, problem solving, and critical thinking.	33% of the class of 2011 entered the work force upon graduation (according to Clearinghouse Data released in spring). As a Career Academy, Prosser offers a CTE program of 11 career strands. Therefore, by utilizing the instructional shifts needed to reach the CCSS and outlined in the Academic Achievement Priority Description, we are best improving the output of these students as well as the 67% of students who did not meet or exceed goals on the PSAE in the Class of 2011.
3	Attendance: Prosser aims to maintain a 90% attendance rate through a comprehensive system of student interventions and supports.	Our SY2011 attendance rate was 86.0%. The more students come to Prosser Career Academy, the more they learn. Increasing our attendance will have an impact on all strategic priorities. When they maintain a 90% or higher average, they are utilizing the learning environment. Additionally, when students are ingrained with a strong value of attendance, they become more career ready. This is particularly important at a CTE school like Prosser.
4	(per Network Suggestion, we are strategically focusing on 3 goals)	
5	(per Network Suggestion, we are strategically focusing on 3 goals)	

## 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
Students On-Track: Prosser Career Academy will create a culture of post-secondary success buttressed by programs that support students from 9th through 12th grades.	With a college eligibility rate of 27.7%, a 5 year graduation rate of 78.7%, and a SY2011 freshmen on-track rate of 79.4%, we are going to focus on increasing post-secondary success as a strategic priority. Six milestones are outlined below to support our vision of early success begetting success. We have integrated multiple support pieces at the 9th grade level in particular in order to set students on a path towards academic achievement and

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
90% of 9th graders will be "on track" to graduate.	Instruction	All	Molly Lahart & Molly Rankin	Quarter 1	Quarter 4	Behind	Academic success during 9th grade translates into a greater likelihood of graduation. The FOT office will be responsible for maintaining contact between freshmen, parents of freshmen and freshmen teachers concerning students' academic progress.
Spring orientation for incoming freshmen	Instruction	All	Molly Lahart, Molly Rankin, & Jeff Bates	Quarter 3	Quarter 3	On-Track	FOT Coordinator will also host a Spring Orientation for incoming freshmen to acquaint them with the building and shadow current students.
Create dedicated workspace for Freshmen On Track initiatives	Instruction	All	Molly Lahart, Molly Rankin, & Ricardo Teasley	Quarter 1	Quarter 4	On-Track	From a dedicated 9th grade workspace in the library, the FOT Coordinator will: (1) create individualized academic intervention plans for struggling freshmen; (2) build a sense of community within the school; (3) coordinate Blue & Gold after-school tutoring as an intervention for students in need of academic assistance; (4) lead lunch meetings to check-in with struggling students.
Common planning time for all 9th grade teachers	Instruction	All	Debra Defiglia	Quarter 1	Quarter 1	On-Track	In addition, common planning time will be given to all 9th grade teachers to ensure that students are receiving consistent instruction. Tri-Weekly freshmen teacher team meetings lead by the Freshmen Counselor create intervention plans for individual students
30 % of incoming 9th graders will attend Freshmen Connection	Instruction	All	Marianna Jennings	Summer 2012	Summer 2012	On-Track	Freshmen Connection fosters a sense of community among incoming 9th graders. The curriculum will focus on reading and math skills relevant to the freshman year curriculum. Cohort groups will be lead by freshmen teachers and upper class mentors.

**Strategic Priority 1**

85% of sophomores will be on track to graduate.	Instruction	All	Diana Martel-Ortiz	Summer 2012	Summer 2013	Behind	The FOT program outlined above will flow into a condensed Sophomore On Track program coordinated through the Counseling Department and a dedicated 10th grade counselor.
98% faculty attendance at tri-weekly grade-level meetings.	Staffing	All	Kenneth Hunter	Quarter 1	Quarter 4	On-Track	Teachers in all grades will meet in grade level teams to discuss students of concern and possible solutions.
70% of students will graduate within four years of beginning high school.	Instruction	All	Matthew Connolly Diana Martel-Ortiz Jeannine Lindskog Darlene Schnur	Summer 2012	Summer 2013	On-Track	
70% of the Class of 2012 will enroll in full or part-time college including two-year, trade schools, certification and four-year colleges (according to Clearinghouse data presented in Spring of 2013.)	Instruction	All	Darlene Schnur	Summer 2012	Quarter 4	On-Track	To ensure that 12th graders are prepared for post-secondary success, (
12th parents attend FAFSA nights	Instruction	All	Darlene Schnur	Quarter 1	Quarter 3	On-Track	Prosser will offer 12th grade FAFSA Parent Nights hosted by the Counseling Department.
12th graders complete FAFSA training	Instruction	All	Darlene Schnur	Summer 2012	Quarter 4	On-Track	Prosser will offer the following: (1) 12th grade FAFSA training hosted by the Counseling Department.
All 12th graders will fill out three college applications	Instruction	All	Darlene Schnur, Terri Beaty	Quarter 1	Quarter 4	On-Track	
12th graders will investigate colleges	Instruction	All	Darlene Schnur, Terri Beaty	Quarter 1	Quarter 4	On-Track	College recruitment visits and tours will be coordinated by the Counseling Department throughout the school year. Similarly, speakers will be invited to share about their careers in IB and Career Strand classes.

## 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
Academic Achievement: Prosser will implement a rigorous and collaborative curriculum aligned to the CCSS and focused on non-fiction texts, text-complexity, close-reading, problem solving, and critical thinking.	33% of the class of 2011 entered the work force upon graduation (according to Clearinghouse Data released in spring). As a Career Academy, Prosser offers a CTE program of 11 career strands. Therefore, by utilizing the instructional shifts needed to reach the CCSS and outlined in the Academic Achievement Priority Description, we are best improving the output of these students as well as the 67% of students who did not meet or exceed

## Action Plan

## Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
50% of 11th graders will meet [or] exceed state standards on PSAE Composite	Instruction	All	Jeannie Lindskog, Junior Counselor	Summer 2012	Quarter 3	Behind	Utilize a data team and highly effective ILT, utilize all assessment data to positively affect student achievement, utilize personal acknowledgement to recognize performance, utilize Work Keys Strategies across all grade levels
33% of 11th graders will score 20+ on ACT	Instruction	all	Jeannie Lindskog, Junior Counselor	Summer 2013	Quarter 3	On-Track	Purchase of ACT prep material from Real ACT
Curriculum will be aligned to CCS	Instruction	All	Karlen Lusbourgh	Summer 2012	Quarter 4	On-Track	
Educate and promote students to utilize on-line resources and possibilities for ACT Preparation	Instruction	All	Sebastian Sieczkowski	Summer 2012	Quarter 4	On-Track	
Individual teacher/student meetings regarding EPAS data	Instruction	All	Matthew Connolly, Diana Martel-Ortiz, Jeannie Lindskog, Darlene Schnur	Quarter 1	Quarter 4	On-Track	
Utilize Cambridge prep courses for all juniors	Instruction	All	Kenneth Hunter	Quarter 1	Quarter 4	On-Track	All 11th graders to take at least one full practice ACT test.
ACT Boot Camp classes will be offered	Instruction	All	Kenneth Hunter	Quarter 1	Quarter 3	On-Track	Boot camps will take place over holiday breaks and on Saturdays the month before the ACT test.
Parent Nights will also be held to inform parents of the importance of the PSAE.	Instruction	All	Jeannie Lindskog, Junior Counselor	Quarter 1	Quarter 3	On-Track	
17% of Students will meet the standards for growth for Explore to Plan	Instruction	all	Matthew Connolly, Freshmen Counselor and Diana Martel-Ortiz, Sophomore Counselor	Quarter 1	Quarter 2	On-Track	All teachers are involved in the ACT preparation and we view the Explore/Plan preparation to be part of this plan.

**Strategic Priority 2**

18.5% of Students will meet the standards for growth for Plan to ACT	Instruction	all	Diana Martel-Ortiz, Sophomore Counselor and Jeannie Lindskog, Junior Counselor	Quarter 1	Quarter 3	Behind	All teachers are involved in the ACT preparation and we view the Explore/Plan preparation to be part of this plan.
100% of Courses (Core Academic and Elective) will have a documented Curriculum Mapping completed	ILT/ Teacher Teams	All	Marianna Jennings, Rubicon Master	Quarter 1	Quarter 4	Behind	Atlas Rubicon Maps will be bound into hard copies distributed to each new teacher and all current TCT's
International Bacculaureate course expansion. This expansion includes the International Bacculaureate Career Certificate Program to be offered to CTE students	Instruction	all	Jessica Stephenson and Kathleen Tieri-Ton, IB and IBCC Coordinators	Summer 2012	Summer 2013	On-Track	By extending the intellectual opportunites that International Bacculaureate has to offer students, we feel that our CTE students will be college and career ready to a higher degree. This includes an IB Psych class and extension of current IB sections
Advanced Placement Course Expansion	Instruction	all	Marianna Jennings, AP Coordinator	Summer 2012	Summer 2013	On-Track	We plan on offerring AP Calc in the Fall of 2013. This class will be in addition to our AP US History, AP English Language, AP English Literature and AP Psychology. Students exposed to AP curricula are proven to do better in college.

### 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
Attendance: Prosser aims to maintain a 90% attendance rate through a comprehensive system of student interventions and supports.	Our SY2011 attendance rate was 86.0%. The more students come to Prosser Career Academy, the more they learn. Increasing our attendance will have an impact on all strategic priorities. When they maintain a 90% or higher average, they are utilizing the learning environment. Additionally, when students are ingrained with a strong value of attendance, they become more career ready. This is particularly important at a CTE school like

### Action Plan

### Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Attendance Office personnel will proactively apply strategies to maintain a 90% attendance rate in the school.	Other	All	Mara Castillo, Sandra Ortiz, Karlen Lusbourgh	Quarter 1	Quarter 4	On-Track	Monitor attendance daily,
Implement incentives and reward program	Other	All	Mara Castillo, Sandra Ortiz, Karlen Lusbourgh	Quarter 1	Quarter 4	On-Track	Lucky Stars for perfect attendance, scholarships
Develop plan for "hot days"	Other	All	Mara Castillo, Sandra Ortiz, Karlen Lusbourgh	Quarter 1	Quarter 4	On-Track	Develop a plan for days that could be challenging for attendance (i.e. day before Christmas break, day before Spring break, etc.)
Strategically identify and target students at risk for poor attendance rates.	Other	All	Mara Castillo, Sandra Ortiz, Karlen Lusbourgh	Quarter 1	Quarter 4	On-Track	
Attendance Office personnel and faculty conduct intervention for students with low attendance rates.	Parental Involvement	Other student group	Mara Castillo, Sandra Ortiz, Karlen Lusbourgh	Quarter 1	Quarter 4	On-Track	Teachers contact parents via telephone and/or email, Parent/Student/Counselor conferences, Individualized student remediation plans documented on attendance verification/contract (daily and weekly)
Attendance Coordinator will provide opportunity to recover instructional minutes for students who arrive tardy to school	Instruction	Other student group	Mara Castillo, Sandra Ortiz, Karlen Lusbourgh, teachers	Quarter 1	Quarter 4	On-Track	Time recovery classes for students arriving during 1st and 2nd periods via mandatory tutoring detentions
Faculty and staff will ensure compliance of CPS policies to improve attendance	other	all	Mara Castillo, Sandra Ortiz, Karlen Lusbourgh, Matthew Connolly, Diana Martel-Ortiz, Jeannie Lindskog, Darlene Schnur	Quarter 1	Quarter 4	On-Track	Create individual Intervention plans to identify, track and support at-risk students, expand capacity to conduct home visits, monitor compliance with CPS parent letters policy at the 5th and 10th day of absence, examine and continuously improve attendance best practices.





### 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
(per Network Suggestion, we are strategically focusing on 3 goals)	

### Action Plan

### Monitoring

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

## Strategic Priority 5

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

Strategic Priority Description	Rationale
(per Network Suggestion, we are strategically focusing on 3 goals)	

## Action Plan

## Monitoring

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