David G Farragut Career Academy High School

West Side High School Network

2345 S Christiana Ave Chicago, IL 60623

ISBE ID: 150162990250011

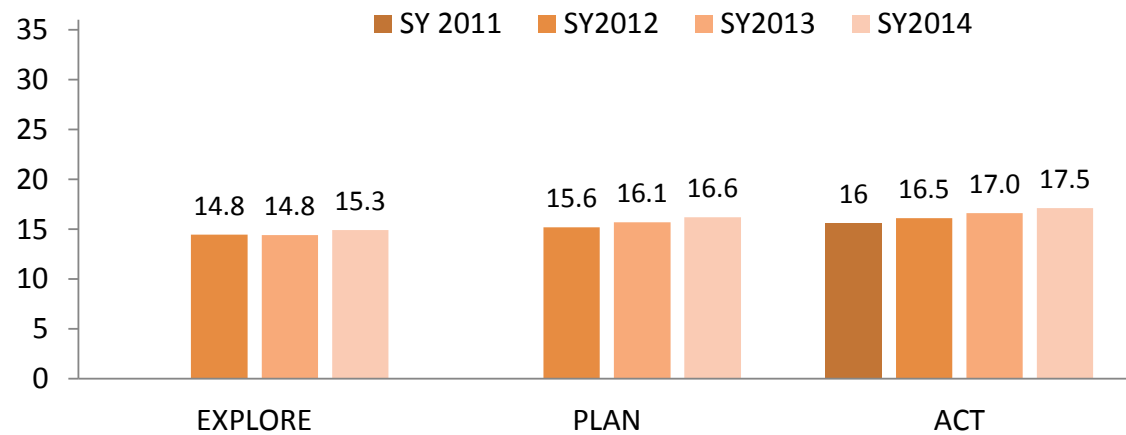School ID: 609704

Oracle ID: 53091

Mission Statement

Farragut Career Academy's mission is to prepare all students to be life-long learners and responsible citizens by cultivating academic, social/emotional, and postsecondary success. Through the implementation of the most innovative, effective curricula, infused with technology and learning methodologies that support diverse learners, we will inspire and drive the development of 21st century skills for all students.
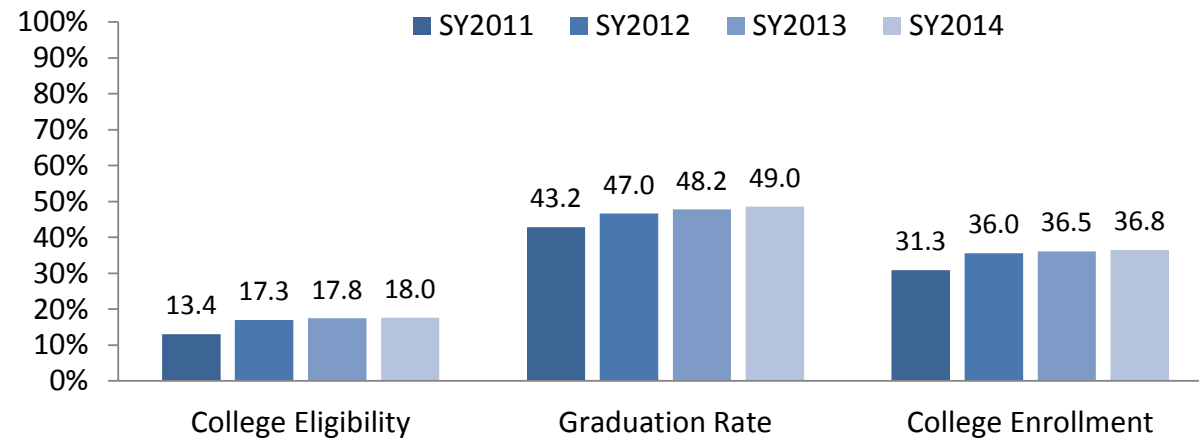
Strategic Priorities

1. Teachers will align core course curricula to the CCSS and develop high quality, rigorous performance tasks, utilizing the CRS as a "skills spine." Social science and science courses will create performance tasks based on the CCSS Literacy for History/Social Science, Science, and Technical Subjects.

2. Teachers will participate in the CPS Framework for Teaching by: 1.) Understanding and implementing REACH; and 2.) Increasing EPAS growth for all students through data-driven instruction

3. Develop seminar-based electives as part of the Full School Day initiative to target specific skills and SEL needs of students by grade level through our collaboration with CASEL. Seminar courses will be further differentiated by student interest (through our Smaller Learning Communities) to promote engagement, identity, and

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012	14.8	15.6	16
SY2013	14.8	16.1	16.5
SY2014	15.3	16.6	17.0
			17.5

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	13.4	43.2	31.3
SY2012	17.3	47.0	36.0
SY2013	17.8	48.2	36.5
SY2014	18.0	49.0	36.8

Continuous Improvement Work Plan
2012 - 2014

Overview

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

School Name

To get started, please select your school's name from the drop down list:	David G Farragut 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
Tonya Hammaker	Principal
Michael Westlove	Assistant Principal
Karin McFall	Assistant Principal
Vera Milenkovich	Lead/ Resource Teacher
Emily Feltes	Lead/ Resource Teacher
Amanda Babb	Classroom Teacher
Lisa Ilies	Other
Griselda Rodriguez	Support Staff
August Sallas	Community Member
Jaime Grant	Counselor/Case Manager
Latoya Castelaz	Counselor/Case Manager
Candace Lewis	Lead/ Resource Teacher

High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score	✕	12.8	14.8	14.8	15.3
10th Grade - PLAN Average PLAN score	✕	14.1	15.6	16.1	16.6
11th Grade - ACT Average ACT score	16.0	14.5	16.5	17.0	17.5

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	13.4	17.3	17.8	18.0
5-Year Graduation Rate % of students who have graduated within 5 years	43.2	47.0	48.2	49.0
College Enrollment % of graduates enrolled in college	31.3	36.0	36.5	36.8

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.3	1.8
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.4	1.4

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	86.1	87.0	87.2	87.3
Freshman On-Track % of Freshman Students on-track	68.6	75.0	80.0	81.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	18.6	14.5	12.4	10.3
Sophomore On-Track % of Sophomore students on track	61.9	65.0	67.0	70.0

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.

State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	18.2	22.2	26.2	30.2	**PSAE Reading** % of students exceeding state standards	0.3	1.2	1.8	2.4
PSAE Mathematics % of students meeting or exceeding state standards	26.1	27.6	29.1	30.6	**PSAE Mathematics** % of students exceeding state standards	0.0	0.6	1.2	1.8
PSAE Science % of students meeting or exceeding state standards	18.8	22.8	26.8	30.8	**PSAE Science** % of students exceeding state standards	0.3	1.2	1.8	2.4

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 1:Leadership	***Goals and theory of action*** -->			**2**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	Strengths: -goals developed; -action planning toward meeting all goals; -goals are growth-oriented. Areas for Improvement: -too many competing initiatives; -PD needed on new initiatives (REACH, etc).	
	Principal Leadership -->			**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	The principal: -created a professional learning system (pre- and post- observation conferences, learning walks, PD plan) -responds well to teacher needs and interests -encourages professional growth -works with the community to collaborate on school improvement (CIWP, LSC, FSD Forums, PAC) -promotes college and career readiness for students -Since our principal is new, we will spend time over the summer evaluating programs and clarifying the vision for next year.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership		-->	**4**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	There are many leaders within Farragut. We have created teams to ensure that student growth and teacher support is of the utmost importance. The majority of leaders in the school are teachers with full class loads who volunteer their own time to the betterment of the school. -ILT membership -Deans of Instruction, Attendance and Discipline, Students -Grade Level Leads -Department Chairs/co-chairs -TCT leads -CIWP team -BLT -Case Manager -Post-Secondary Coach -Data Team Lead and Data Team -RtI Team -Cross-curricular Literacy Coaches -Grant Coordiantors (Culture of Calm; SLC; Community Schools) -Union delegate and associate delegate	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	Strengths: -Weekly meetings -ILT leads work of school improvement -Data is regularly analyzed; comprised of individuals from a variety of disciplines. Areas for Improvement: Sometimes data does not get shared with staff; we could improve the quality and amount of coaching and continue to move toward the "train the trainer" model.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Strengths: -Data from District assessment initiatives analyzed by ILT (*My Voice, My School*; EPAS; CIM; SCANTRON) -School-level data analyzed internally by departments, grade levels, and TCTs (10 week assessment cycle; Failure Rate; On-Track Rate; Attendance; Discipline infractions; benchmarking/master) -Dedicated data team and team of educators who are data-driven. Area of Improvement: We need to improve the frequency at which	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	Strengths: -Rubicon is utilized as a year-long scope & sequence that maps out which Common Core and state standards teachers should teach and in what order. -Grade level & course teams meet on a weekly basis to design common units for instruction aligned to the standards, plan instruction, and analyze student data -We are in the beginning stages of incorporating texts that expose all students to a grade-appropriate level of complexity using CCSS recommended by grade bands Areas of Improvement: -Education supports are built in; however, we have not spent time creating long & short term goals for each unit to address the needs of ELLs and special education students	
	Instructional materials	--->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Strengths: -Texts are aligned to standards -Some departments utilize differentiated texts/reading materials based on students' reading proficiency levels Areas of Improvement: -We could be better at supporting ELL and Special Education students in core instruction. There is high failure rate in these subgroups.	

Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.

CIWP

**2012-2014 Continuous
Improvement Work Plan**

David G Farragut Career Academy High School

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**4**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	Strengths: -Data Team runs data on a weekly basis and shares the data school-wide -Course teams create common, aligned, standards-based assessments quarterly to monitor student learning. -Course teams analyze student data weekly -Action plans are created to adress any weaknesses rerpresented by the data -Teachers meet with special education colleagues to produce assessments with accommodations and modifications for ELLs and students with disabilities Areas for Improvement: -Need to develop more rigorous performance tasks that can be incorporated into the regular assessment cycle	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**3**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	Strengths: -Standards-based learning in all core and non-core classes -Curricula aligned vertically and horizontally -Large special education and bilingual teacher teams to meet the needs of special education students and ELLs -Formative assessment such as questioning and exit slips utilized frequently Areas for Improvement -Level of questioning needs to be higher to develop critical thinking skills -Some teachers struggle with aligning their objective, lesson, and formative assessment during their lesson cycle -More iPad training needed for special education and bilingual teachers to fully utilize the technology in their departments that can be used for scaffolding	

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Typical School	Effective School	Evidence	Evaluation
Intervention --->			**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	Strengths: -Remediation plans created by all teachers for students receiving Ds/Fs; -Case manager for Special Education students and bilingual lead teacher for bilingual students; -RtI progress reports; -Tutoring lab; -Token economy; -Behavior interventions (GearUp, Enlace, etc). Areas for Improvement: -Lack of a systematic referral approach for RtI; -More diagnostic assessments need to be implemented	
Whole staff professional development --->			**4**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	Strengths: -The school has a year-long, focused plan for whole-staff professional development aligned to school-wide priorities and growth goals. -Learning walk throughs to monitor the implementation of professional development strategies occur regularly. -Common planning time exists at the grade level, departmental, and course team levels.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**4**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	"-Common planning time for course, department, and grade level teams -Core teachers meet with Dr. Jessica Hockett (ASCD) to improve differentiated instruction -Core teachers and literacy coaches meet with Gretchen Courtney for literacy coaching training -All teams include general educators, special educators, and bilingual educators -Counselors participate during grade level meetings to provide an SEL perspective -Teams follow specific protocols to examine student work and create assessments via UbD	
	Instructional coaching	-->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	Strengths: -All teachers new to Farragut have mentors, and the group meets on a bi-monthly basis to discuss successes and problems in the classroom, analyze student work, and provide a support network for each other. Areas for Improvement: -Teachers do not have individual professional development plans tailored to their needs. There are many learning walks performed by admin, but feedback is typically dispersed by citing "general strengths and weaknesses;" admin could provide more personalized feedback to promote individual teacher growth on a more regular basis. Peer coaching and classroom visitation occurs with newer teachers, but less so with veteran teachers.	

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	Typical School	Effective School	Evidence	Evaluation
	High expectations & College-going culture	-->		**2**
DIMENSION 4:Climate and Culture	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	Strengths: -Staff members wear college gear on Fridays and encourage students in all grade levels to explore college options and become aware of post-secondary opportunities -100% of students have a graduation plan, which is maintained by the counseling staff. Areas for Improvement: -A student leadership team is being formed, but we do not currently have one. -Certain groups that promote student voice (i.e. Mikva Challenge, Peace and Leadership Council, Peer Jury) could be expanded to include more student participation.	
	Relationships	-->		**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Strengths: -The following programs are currently being implemented: mentoring program, UMOJA, US Empowered, RtI, effective counselor-student relationships, etc. -A majority of teachers work to develop relationships with students. Areas to Improve: -Students could be more involved in the school community -There is a need to promote the involvement of African American students -A major obstacle is discipline infractions -Behavior norms are not consistently enforced by all staff.	
	Behavior& Safety	-->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	Strengths: -Positive behavior support in place (BRAVE, token economy) -Restorative Justice programs in place (Peer Jury, Peace and Leadership Council) Areas for Improvement: -Teachers need PD on dealing with L1-L3 problems in their classrooms; -High number of L4-L6; -Need to better target most at-risk student; -Counselors need to be involved with discipline and attendance more.	

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	Typical School	Effective School	Evidence	Evaluation
	Expectations	-->		**3**
DIMENSION 5: Family and Community Engagement	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	Strengths: -The attendance and discipline offices contact parents regularly to review expectations -Teachers confer with parents during Report Card Pick Up night, and many also contact homes. -Home visits are also done for truant students. -Curriculum and grade level expectations are outlined during family nights. Areas for Improvement: -More parental contact could be made on the part of teachers; -We often struggle to obtain accurate phone numbers for students; -Low attendance to Family Nights.	
	Ongoing communication	-->		**3**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	"-Parent meetings with Principal on Saturdays -Remediation plans sent home for all students receiving Ds and Fs each semester -Hired parent consultant to organize parent meetings/outings -Use of all-call system to communicate information about events and attendance -Meet the Principal Event -Family Night-Open House	
	Bonding	-->		**3**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	"-Report card pick up -Family Nights -Fiesta Night -Mother's Day celebration -Winter Holiday Celebration -ROTC events -ENLACE and After School Matters performances and celebrations -FAFSA and other Parent Cafes -Theater performances and family movie nights -PAC meetings -LSC meetings -Community Forums -In addition, we host community events, such as the Little Village Fine Arts Festival.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

Typical School	Effective School	Evidence	Evaluation
Specialized support	-->		**3**
• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	Strengths: -Services provided during school hours -Collaboration with outside organizations (Marriott Bridges and Community Services Options) for post-secondary employment -Out-reach procedures provided to families regularly -ELLs programmed appropriately according to proficiency level Areas for Improvement: -ESP specialized services after school tutoring lab	
College & Career Exploration and election	-->		**3**
• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	"-Farragut gives all students access to a post-secondary planning and college room on a daily basis. -Support is given to students in all areas of post-secondary planning, including scholarship applications, career options, and college applications. -Farragut also supports students and parents through college fieldtrips, college fairs, FAFSA parent workshops, and specialized post-secondary workshops, beginning in 9th grade.	
Academic Planning	-->		**2**
• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	Areas for Improvement: -College is discussed in classes; however, there needs to be more discussion regarding how to make it possible for all students. -We are offering 2 additional AP courses next year, but AP curricula needs to be further developed to ensure a higher success rate.	
Enrichment & Extracurricular Engagement	-->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	Strengths: -Sports -After-school tutoring -Enlace classes -After school matters -LGBTQ Alliance	

6: College and Career Readiness Supports

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	-->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Areas for Improvement: -Preparation for college assessments like the CLEP exam and other placement exams needs to be promoted -What's Next Illinois is utilized by students for postsecondary awareness building and career exposure; including grade level Guide Way interest inventories. While program usage is about 80%; we only have a 45% school-wide guide way completion rate.	
	College & Career Admissions and Affordability	-->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	"-Both families and students are provided ongoing postsecondary and FAFSA workshops. -As a graduation requirement students must apply to 5 colleges, 2 scholarships, and complete the FAFSA. -With a college room onsite, students are provided comprehensive and individualized college option information, in addition to assistance with completing the application process. -Our comprehensive and guided approach, ensures that our seniors and families are fully informed and provided the rich opportunities for postsecondary attainment. -Currently, we have a 100% FAFSA, and 98% college application rate; 73% college admissions rate, and over $1,800,000 scholarships awarded to the class of 2012. .	
	Transitions	-->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	"-We partner with the Community Schools Iniative, Smaller Learning Communities, and the Culture of Calm to offer students transition support and community resources -We have a college counselor and the US Empowered program (2 cohorts) to increase college awareness and trainsition support	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	**Use of Discretionary Resources**	--->		3
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	"-Community partnership with ENLACE -Align spending to priorities - attendance incentives, increased use of technology, PBIS incentives to ensure a calm learning environment -RtI meetings to support struggling students	
	Building a Team	--->		3
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Strengths: -Multi-step interview process where candidates model a lesson after a panel interview. -Interview questions pertain to content expertise, philosophy, commitment, leadership abilities, data and technology fluency, assessment creation, etc. -Grade and course teams are assembled, with common planning time for teachers to collaborate. Areas for Improvement: -We could benefit from more ESL and SpEd certified teachers since we have large student groups of these populations. -Occasionally, it is difficult to find a qualitied candidate to fill a position in cases where a position is made available with little time for teacher recruitment.	
	Use of Time	--->		3
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Strengths: -Teacher collaboration time is well-planned, with TCT meeting times and grade-level meetings built in to teachers' schedules -"Right fit" is evidenced by the two-period algebra course and English Extended courses availble for freshmen who need supplemental instruction to reach grade-level expectations Areas for Improvement: -Struggling students need more structured intervention	

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

Farragut Career Academy's mission is to prepare all students to be life-long learners and responsible citizens by cultivating academic, social/emotional, and postsecondary success. Through the implementation of the most innovative, effective curricula, infused with technology and learning methodologies that support diverse learners, we will inspire and drive the development of 21st century skills for all students.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Teachers will align core course curricula to the CCSS and develop high quality, rigorous performance tasks, utilizing the CRS as a "skills spine." Social science and science courses will create performance tasks based on the CCSS Literacy for History/Social Science, Science, and Technical Subjects.	The Common Core State Standards provide a rigorous instructional framework. By aligning curricula to these standards and developing relevant performance tasks, student achievement will increase. By placing a cross-curricular empahsis on the ELA and Literacy CCSS, students will develop critical reading, writing, and communication skills that will enable them to be successful in their post-secondary pursuits.
2	Teachers will participate in the CPS Framework for Teaching by: 1.) Understanding and implementing REACH; and 2.) Increasing EPAS growth for all students through data-driven instruction	Teachers drive the work of meeting students at their current level and providing them with the skills, resources, and differentiated instruction necessary to demonstrate growth. Building teacher capacity in data-driven instruction will provide a framework for the successful implementation of REACH.
3	Develop seminar-based electives as part of the Full School Day initiative to target specific skills and SEL needs of students by grade level through our collaboration with CASEL. Seminar courses will be further differentiated by student interest (through our Smaller Learning Communities) to promote engagement, identity, and school pride.	In order to achieve post-secondary success, our students require the development of certain skills that are not accessed in-depth in the general curriculum. For example, these skills include: foundations and skills-building with technology (typing, Microsoft Office, creating multi-media presentations); SEL (making positive choices, crisis management, self-esteem building, restorative/collaborative practices, integrated service learning), and college/job readiness preparation (inteviewing, essay writing, budgeting, seeking financial aid, oral communication), etc. By developing grade-level based curricula tied to student engagement, gaps in our existing curricula will be met, in order to develop "the whole child," one who can experience success as a productive citizen in both the local and global communities.
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
Teachers will align core course curricula to the CCSS and develop high quality, rigorous performance tasks, utilizing the CRS as a "skills spine." Social science and science courses will create performance tasks based on the CCSS Literacy for History/Social Science, Science, and Technical Subjects.	The Common Core State Standards provide a rigorous instructional framework. By aligning curricula to these standards and developing relevant performance tasks, student achievement will increase. By placing a cross-curricular empahsis on the ELA and Literacy CCSS, students will develop critical reading, writing, and communication skills that will enable them to be successful in their post-secondary pursuits.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Train CCSS Teacher Leaders in all core departments.	Professional Development	All	Admin/ Teacher Leaders	Summer 2012	On-going		Occurring during summer and continuing through the 2012-2013 school year.
Create a school-wide professional development plan to provide core teachers with CCSS performance task and assessment development training.	Professional Development	All	Admin/ Teacher Leaders	Summer 2012	On-going		Through our participation in CPS' Early Adopter program, some of our teachers are already familiar with CCSS.
Review vertical and horizontal curriculum alignment to ensure fidelity to CCSS.	ILT/ Teacher Teams	All	Teacher Teams	Summer 2012	On-going		Curriculum should be aligned to CCSS, facilitating quarterly themes identified through our CFP work.
Create 9th-12th formative and summative assessments for ELA and Math departments.	ILT/ Teacher Teams	All	Teacher Teams	Summer 2012	On-going		Need PD on what CCSS assessments should look like!
Incorporate CCSS Literacy for History/Science and Technical Subjects into the curricula.	ILT/ Teacher Teams	All	Social Studies, Science, and Math Departments	Summer 2012	On-going		Literacy Coaches from core subject areas have already been through 4 all-day training sessions with Gretchen Courtney, tying FCA literacy practices to the Common Core.
Ensure CCSS exemplars are uploaded and clearly labeled onto Sharepoint for TCT use.	Instructional Materials	All	Teacher Literacy Leaders	Quarter 4	On-going		Need to create a CCSS Examplar folder for each department.
Create modified versions of literacy exemplars and upload them onto Sharepont.	Instructional Materials	Students With Disabilities	Special Education Teachers	Summer 2012	On-going		Need to ensure all literacy tasks created this year are updated and uploaded to Sharepoint.
Update curriculum maps to include CCSS.	ILT/ Teacher Teams	All	TCTs	Quarter 4	On-going		Need to purchase Rubicon Atlas Curriculum Mapping for the 2012-2013 school year.
Use Rubicon Atlas to focus curricular discussions	ILT/ Teacher Teams	All	TCT Lead Teachers	Quarter 4	On-going		Need to revise our FCA Curriculum Mapping Action Plan.
Create modified performance tasks for Special Education students.	ILT/ Teacher Teams	Students With Disabilities	Special Education Teachers and TCTs	Quarter 1	Summer 2013		Three teachers already attended CCSS Special Education PD; more PD is needed.

Strategic Priority 1

Create modified performance tasks for RtI students.	ILT/ Teacher Teams	Other student group	TCTs	Quarter 1	Summer 2013		More PD is needed. We would like to see some examples of the PARCC.
Create modified performance tasks for ELL students.	ILT/ Teacher Teams	English Language Learners	Bilingual coordinator and TCTs	Quarter 1	Summer 2013		More PD is needed. We would like to see some examples of the PARCC.

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
Teachers will participate in the CPS Framework for Teaching by: 1.) Understanding and implementing REACH; and 2.) Increasing EPAS growth for all students through data-driven instruction	Teachers drive the work of meeting students at their current level and providing them with the skills, resources, and differentiated instruction necessary to demonstrate growth. Building teacher capacity in data-driven instruction will provide a framework for the successful implementation of REACH.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Train teachers on how to access and utilize CIM data.	Professional Development	All	Admin	Quarter 1	On-going		Math and Science use CIM data, and English and History have been introduced to it. We believe all teachers would benefit from additional trainings in how to access CIM data. Trainings will take place during TCT meetings.
Secure consultants to assist with providing differentiation and data-based PD to the Data Team and to teachers.	Professional Development	All	Admin	Summer 2012	On-going		Get feedback from staff on current differentiation consultant. Will reach out to other schools to find a qualified consultant. Use teacher leaders to organize and assist with PD's.
Develop learning walk protocols based on CPS' Danielson Framework.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		Principal, Dean of Instruction and teacher leaders develop protocol for learning walks over the summer. Present to staff at beginning of the year PD.
Implement learning walks to monitor effective instruction focused on the use of data and differentiation.	Instruction	All	Admin/Department Chairs/ GL Leads	Quarter 1	On-going		We need to develop procedures for learning walks that include the details of the walk, a meeting to discuss observations, a way to provide feedback, and an action plan created by the department. We would also develop a calendar of when the learning walks will take place.
Provide additional PD to teachers regarding the REACH evaluation system	Professional Development	All	Admin	Summer 2012	On-going		All teachers have received an initial 45-minute PD on REACH. More clarification is needed regarding expectations for teachers. Charlotte Danielson's *Framework for Teaching* books have been ordered for all teachers.

Strategic Priority 2

Administrators and teacher leaders need to be trained on the REACH evaluation system.	Professional Development	All	Admin	Summer 2012	On-going		Administrators need to take the certification assessment for REACH in order to implement REACH with fidelity during the 2012-2013 school year.
Revise internal data analysis documents and profice PD to teachers.	Professional Development	All	Admin	Summer 2012	Quarter 1		Based on CCSS, will our data analysis documents change?
Review EPAS assessment data and utilize this data to inform instrution.	Instruction	All	All Teachers	Quarter 1	On-going		EPAS data can be utilized to implement differentiated instruction…growthfor all students will be measured.
Establish individual areas of Professional Development based on CPS Danielson Framework 4 Domains.	Professional Development	All	All Teachers	Quarter 2	Quarter 4		Based on student performance data and feedback from observations, teachers will decide on specific areas of professional development to work on for the 2012-2013 school year, based on the 4 domains.

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
Develop seminar-based electives as part of the Full School Day initiative to target specific skills and SEL needs of students by grade level through our collaboration with CASEL. Seminar courses will be further differentiated by student interest (through our Smaller Learning Communities) to promote engagement, identity, and school pride.	In order to achieve post-secondary success, our students require the development of certain skills that are not accessed in-depth in the general curriculum. For example, these skills include: foundations and skills-building with technology (typing, Microsoft Office, creating multi-media presentations); SEL (making positive choices, crisis management, self-esteem building, restorative/collaborative practices, integrated service learning), and

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Identify 9th grade skills and create seminar curriculum map.	After School/ Extended Day	Other student group	9th Grade Team/ 9th Grade Lead	Summer 2012	Summer 2012		Curriculum team in place!
Identify 10th grade skills and create seminar curriculum map.	After School/ Extended Day	Other student group	10th Grade Team/ 10th Grade Lead	Summer 2012	Summer 2012		Curriculum team in place!
Identify 11th grade skills and create seminar curriculum map.	After School/ Extended Day	Other student group	11th Grade Team/ 11th Grade Lead	Summer 2012	Summer 2012		Curriculum team in place!
Identify 12th grade skills and create seminar curriculum map.	After School/ Extended Day	Other student group	12th Grade Team/ 12th Grade Lead	Summer 2012	Summer 2012		Curriculum team in place!
Partner with CASEL and counseling staff to develop SEL component of seminar courses.	After School/ Extended Day	All	Ayesh/Castelaz/ Counseling staff/ Bravo	Quarter 1	On-going		Counselors will work with seminar curriulum teams to incorporate SEL at each level. Counselor, grade lead, and Dean on Instruction attended the CPS PBS expo to obtain resources for the SEL component of the curriculum.
Train teachers and students on SEL, Restorative Justice practices, and Peer Jury.	Professional Development	Other student group	Admin/ Klasovsky/Ayesh	Quarter 1	On-going		PD will happen during the first PD days of the 2012-2013 school year. Planning will occur over the summer.
Implement Peer Jury.	After School/ Extended Day	Other student group	Klasovksy	Quarter 1	On-going		Peer Jury currently meets twice a month; some new teachers and students will need to be trained.
Integrate Service Learning into seminar courses.	After School/ Extended Day	All	Counseling Staff	Summer 2012	On-going		Students will gain at least 10 service learning hours each year.
Partner with SLCs, community schools, Culture of Calm, to develop seminar curriculum and support after-school activities (i.e. Peace and Leadership Council, Student Council, etc).	After School/ Extended Day	Other student group	Admin/Counseling Staff	Summer 2012	On-going		Seminar curriculum can extend into an extra-curricular focus to promote engagement.

Strategic Priority 3

Ensure vertical allignment within grade 9-12 seminars	After School/ Extended Day	Other student group	All curricula developers	Summer 2012	Summer 2012		Grade leads, DOT, and SLC grant coordinator will support this process.
Train teachers on seminar curriculum	Professional Development	All	Admin/Counseling	Quarter 1	On-going		During August/September PD days.
Review, revise, and supplement 9-12 seminar curriculm quarterly	Professional Development	All	Team teachers	On-going	On-going		This can happen during grade level common planning time.

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

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

Action Plan   Monitoring

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