Manley Career Academy High School

West Side High School Network

2935 W Polk St Chicago, IL 60612

ISBE ID: 150162990250616

School ID: 609722

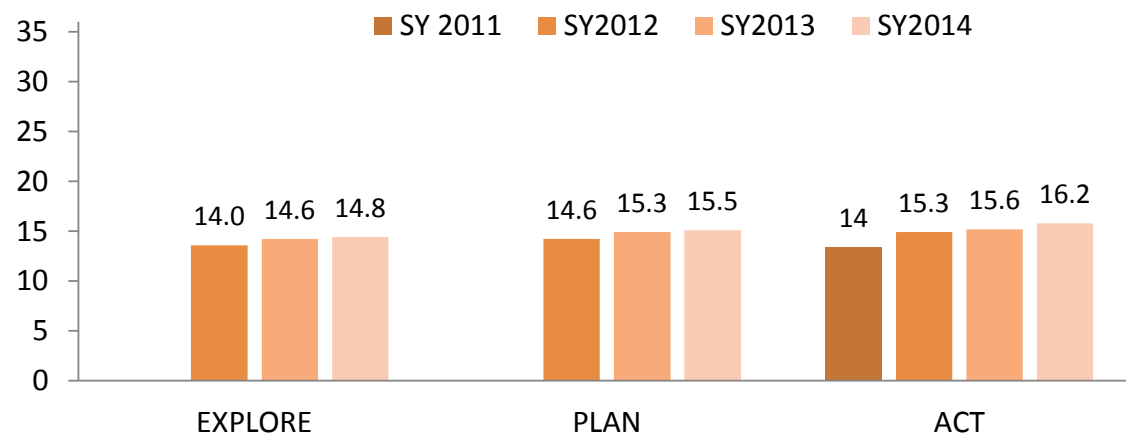Oracle ID: 53111

Mission Statement

The mission of Manley Career Academy is to prepare all students for college through a rigorous academic and career-education program. Manley will provide a school environment with high expectations and high standards around the core values of Respect, Responsibility, and Reflection. Students, staff, parents, and community partners will work together so that all students learn at high levels of achievement.
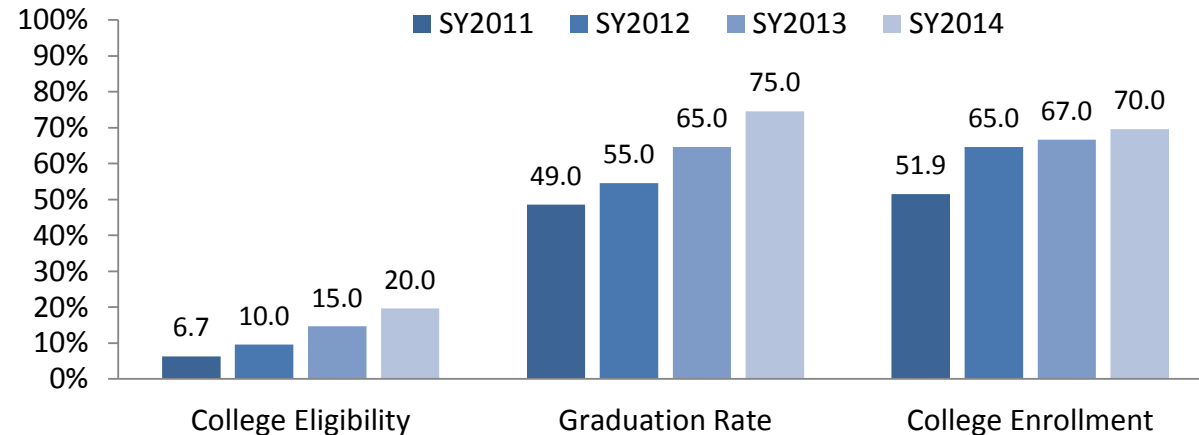
Strategic Priorities

1. Strategically align Common Core State Standards to the Manley curriculum and assessment framework while horizontally improving EPAS. (Including implementing supports and interventions to ensure correct services are provided to Manley's special needs population.

2. Improve the learning climate by creating organic systems that effectively increase student attendance; improve student on-track and graduation rates; promote postivie relationships and behaviors; and prepare students for post-secondary success.

3. Effectively partner with parents, guardians, and community members to develop Manley students and families and increase student enrollment.

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012	14.0	14.6	15.3
SY2013	14.6	15.3	15.6
SY2014	14.8	15.5	16.2
SY 2011 (ACT)			14

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	6.7	49.0	51.9
SY2012	10.0	55.0	65.0
SY2013	15.0	65.0	67.0
SY2014	20.0	75.0	70.0

Date Stamp November 22, 2012

Continuous Improvement Work Plan
2012 - 2014

CIWP

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:	Manley 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
Warren Morgan	Principal
Femi Spearman	Assistant Principal
Kelly O'Brien	Assessment/Data Faculty
Regina Abesamis	Counselor/Case Manager
Teffiney Ferguson	Counselor/Case Manager
Dr. Felix Egharevba	Classroom Teacher
James Martin	Classroom Teacher
Christopher Lewis	Special Education Faculty
Brian Collier	Support Staff
Robbin Richardson	LSC Member
Jomekia Davis	Parent/ Guardian
Ilana Zarafan	Community Member

CIWP 2012-2014 Continuous Improvement Work Plan

Manley Career Academy High School

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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		11.9	14.0	14.6	14.8
10th Grade - PLAN Average PLAN score		13.3	14.6	15.3	15.5
11th Grade - ACT Average ACT score	13.8	12.5	15.3	15.6	16.2

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	6.7	10.0	15.0	20.0
5-Year Graduation Rate % of students who have graduated within 5 years	49.0	55.0	65.0	75.0
College Enrollment % of graduates enrolled in college	51.9	65.0	67.0	70.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.3	0.9
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.0	0.9

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	66.8	80.0	80.0	80.0
Freshman On-Track % of Freshman Students on-track	59.3	80.0	80.0	80.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	19.7	18.0	15.0	10.0
Sophomore On-Track % of Sophomore students on track	39.4	80.0	80.0	80.0

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	5.8	10.0	15.0	20.0	**PSAE Reading** % of students exceeding state standards	0.0	5.0	10.0	15.0
PSAE Mathematics % of students meeting or exceeding state standards	5.8	10.0	15.0	20.0	**PSAE Mathematics** % of students exceeding state standards	0.0	5.0	10.0	15.0
PSAE Science % of students meeting or exceeding state standards	4.4	10.0	15.0	20.0	**PSAE Science** % of students exceeding state standards	0.0	5.0	10.0	15.0

School Effectiveness Framework

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	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.	Starting points with PSAE goals 80/80/80 as a school goal There goals are not aggressively aimed at narrowing the achievement gap. Progress has been made by the SLC and Post-secondary team members, but there have been too many competing priorities. Have established goals, some incremental growth, have shown modest gains across all categories SLC's are more established and have concerted energies	
	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.	PDs helpful including TIA goals Danielson Framework introduction to teachers; Principal leads events encouraging parental and community involvement Some of the goals have been met. New administration is currently building Relationships with parents, but it is a work in progress. Substantial outreach has taken place but successes and partnership is still below desirable goals	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	SLC's and ILT's are active and engaged but we are still missing opportunities for All Staff interaction and pro-active problem solving session opportunities; The roles of teachers are inconsistently shared throughout the building. There are only a few teachers who contribute to the decision-making at the ILT and team teacher levels. Not every teacher has a leadership position; • Teachers take major roles in ILT and SLC • Half of teaching staff are either Department Chairs or SLC leads • Manley Time: teacher support and involved in planning	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**2**
• 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	• Inclusion of SLC leads and rotating teachers from special ed, English Dept, Math, and CTE teachers • Teacher chosen reading selection There is good participation, but poor representation of all subject matter. i.e. Special education students, CTE students; Seem to be a disconnect with communication between ILT "Team" and Departments and Teachers as a collective group We are departmentalized yet missing the Whole-School concept of intent	
Monitoring and adjusting	-->		**2**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	• ILT reviews data and progress towards benchmarks, goals, and TIA is reviewed; We are not at a "4" because the data analysis does not always lead to strong instructional practices; We feel that we could have acted quicker to the data that was presented regarding initiatives and possible strategies to improve	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	*Curriculum*	-->		**2**
	• 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.	• Teachers working individually for units and weekly lesson plans • Weekly submission of lesson plans It is difficult to align the curriculum to state standards due to a lack of foundation knowledge;	
	Instructional materials	-->		**2**
	• 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).	• Departments and teachers have texts available to meet different needs of students • Teachers scaffolding novels to supplement textbooks There is only modest uniformity across content curriculum and pacing where there are multiple teachers in that subject	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**2**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	• School wide data on interim literacy assessments is widely shared and accessible to all staff • 5-week interim literacy exams • Math department working on assessments that are aligned to CRS This year we attempted a little different assessment schedule with core subject testing every 5 weeks and "others" testing every 10	

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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.	• Use of TIA's reflective in gallery walks • Teachers aligning lessons to objectives and skills Collectively, the staff has been strong. We have rallied behind school initiatives and the TIA;s We have witnessed Best Practices via peer observation and Gallery Walks	

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Typical School	Effective School	Evidence	Evaluation
Intervention	--->		**1**
• 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.	• Currently teachers are working in SLCs with hot seat conversations and • City Year interventions with Freshman Strategies are ineffective when students are promoted after having failed a prior year class and effective recovery (summer school/ night school become voluntary instead of mandatory)	
Whole staff professional development	--->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	• PDs are geared to whole staff • Orientated towards meeting our 80/80/80 and school wide goals	

(Left margin label: Professional Learning)

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	-->		**3**
	• 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.	• Departments meet regularly • Use DDI to review data • Group focused • Work needed Discussions in grade level and course team meetings are surrounding general education students only and do not focus on Special Education students; A lot of energy goes into our SLC's	
	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.	• Coaching and follow-up (Mrs. K) has been implemented • Gallery/Artifact use for teacher growth A work in progress because all teachers have to take ownership of it.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	**High expectations & College-going culture**	--->		**2**
	• 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	College expectations are very high, and Umoja pushes to include all students in their college planning tours, and in CTE career aspects; •Formation of principal advisory board • College Trips • Workshops for FAFSA and scholarship	
	Relationships	--->		**2**
	• 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.	Some solid relationships between staff and students have been formed, but interactions are not always respectful and appropriate between all staff and students; Not everyone has bought in to student development initiatives; • Positive teacher/student relationships • Manley time curriculum is aimed towards fostering relationship b/w teachers and students • Peace Room to help resolve and deescalate problems	
	Behavior& Safety	--->		**1**
	• 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.	Inconsistent discipline; Restorative justice inconsistent among staff; relationships need improvement; consequences need to be clear and consistent; staff must consistently follow the discipline code.	

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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.	Staff are continuously providing student information and it is accessible by all; Information is articulated to students in need of credit recovery	
	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.	Many teachers do not spend the time making positive phone calls to parents; principal's newsletters and memo's. • Families are made aware of options with students who are not passing classes and how to go about recovering credits • FAFSA completion	
	Bonding	-->		**2**
	• 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.	• Beginning of the school year community rally • Dr's E's fair; Principal's TownHalls	

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	Typical School	Effective School	Evidence	Evaluation
	Specialized support	--->		**2**
	• 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.	• Home visits with security • Attendance Office reaching out • IEPs and parental involvement	
6: College and Career Readiness Supports	**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.	• College trips for all grade levels • Exposing options for college and career planning through Manley time • T3 event	
	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.	• Academic conferencing in Manley Time • Teacher recommendations for advanced math classes	
	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.	• ASM • City Year • Umoja • National Honors Society	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION	*College & Career Assessments*	--->		**3**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	• Checklist with students working with guidance counselors on interest surveys • Senior Portfolios • Interim Literacy Exams	
	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.	• FAFSA • Student support for college applications • College Fair • Post-Secondary Team	
	Transitions	--->		**2**
	• 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.	• Freshman Connections to help prepare incoming Freshman for high school • Attendance conferencing	

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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.	• SGSA – "go for green" student incentives, security and support personnel, after school activities • NCLB – Professional development: New Orleans conference, software applications workshop, extended day for curriculum planning • SLC - Student development provided by Umoja, ACT software for juniors, recovery classes, ILT meeting time • Culture of Calm – Social emotional services, peace circle	
	Building a Team	-->		**2**
	• 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.	Hiring protocols are put in place to meet the needs of Manley. However, more organic systems and hiring tools must be put in place to effectively ensure hiring needs match school development needs.	
	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.	• Teacher meetings take place during the regular school day. • Recovery classes are available to students right after school. • Student development occurs during extended division every Wednesday.	

Date Stamp November 22, 2012

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

The mission of Manley Career Academy is to prepare all students for college through a rigorous academic and career-education program. Manley will provide a school environment with high expectations and high standards around the core values of Respect, Responsibility, and Reflection. Students, staff, parents, and community partners will work together so that all students learn at high levels of achievement.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Strategically align Common Core State Standards to the Manley curriculum and assessment framework while horizontally improving EPAS. (Including implementing supports and interventions to ensure correct services are provided to Manley's special needs population.	Based on last year's data, we need to put an emphasis on student growth from entry as well as plan a curriculum that focuses on critical thinking and writing analysis. By strategically mapping out the CCSS and aligning them to the CRS assessment we will begin to improve students ability to think analytically and problem solve.
2	Improve the learning climate by creating organic systems that effectively increase student attendance; improve student on-track and graduation rates; promote postivie relationships and behaviors; and prepare students for post-secondary success.	In order to adequately prepare students for college and career readiness, students must have opportunities to recover skills and classes that need remediation. we also believe that we can effectively improve attendance by creating a school program that supports our school's attendance growth and development plan.
3	Effectively partner with parents, guardians, and community members to develop Manley students and families and increase student enrollment.	Manley's school enrollment has declined exponentially over the last five years. We believe that in order to develop a high performing school that we must parter with parents and the community to increase involvement and provide supports.
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
Strategically align Common Core State Standards to the Manley curriculum and assessment framework while horizontally improving EPAS. (Including implementing supports and interventions to ensure correct services are provided to Manley's special needs population.	Based on last year's data, we need to put an emphasis on student growth from entry as well as plan a curriculum that focuses on critical thinking and writing analysis. By strategically mapping out the CCSS and aligning them to the CRS assessment we will begin to improve students ability to think analytically and problem solve.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a cycle of professional learning by using early release professional development time for developing and enhancing instructional strategies to support the CCSS	Professional Development	All	ILT	Summer 2012	Summer 2013		Utilize 2 Wednesday early release times each month to create an action cycle that focuses on CCSS developments and supports.
Develop a department calendar cycle that promotes teacher reflection and development, focuses on student work, and CCSS and CRS alignment	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2013		At the beginning of each semester, utilize the assessment planning calendar and the school calendar to create a department meeting protocol calendar.
Implement and utilize CCSS to develop horizontally and vertically aligned unit plans that focus on complex texts	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2013		As teachers learn more about the Common Core Standards, they will begin to train and develop other teachers around Unit Planning
Restructure 2012-2013 TIA to align to CCSS and to emphasize writing, reading complex text, and critical thinking	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2013		Reassess the strenghts and weaknesses of the 2011-2012 TIA. Determine the specific needs for next year.
Teacher teams will work collectively to develop CCSS Performance Assessments	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2013		Based end of unit performance assessments and teacher created assessments based on unit plans and CCSS.
To develop teachers understanding of the CCSS, the professional learning cycle (learning walks, gallery walks) will focus on instructional alignment and implementation of CCSS	Professional Development	All	ILT	Summer 2012	Summer 2013		Restructure learning walk and gallery walk protocols to look at the implementation of CCSS and CRS.
Restructure teacher reflection classroom practices that allow teachers to reflect on CCSS implementation efficacy	ILT/ Teacher Teams	ALL	ILT	Summer 2012	Summer 2013		Create protocols to use during department meetings and ILT that focus on CCSS implementation.
Create a resource sharing space that allows teachers to share instructional strategies and resources	Professional Development	ALL	ILT	Summer 2012	Summer 2013		Explore using sharepoint and other electronic tools

Strategic Priority 1

Develop student articulation protocols that invest the students in the CCSS and help them understand the expectations, checks for understanding, and self-assess their own growth and development	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2013		This will be part of the assessment cycle.
Identify and audit current resources and align them to CCSS and text complexity to support instruction and to provide a resource pool	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2013		Organize the book room and structure the resources to support CCSS
Develop a CCSS unit plan structure that implements instructional strategies that allows students to access a high level curriculum	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2013		Redevelop the unit plan template
Restructure the student portfolio process to align the CCSS, include all grades levels, and allow for robust student reflection while building critical thinking and writing skills	ILT/ Teacher Teams	All	ILT	Summer 2012	On-going		Include the CTE department to determine how this will affect them. Determine a lead person.
Support professional development and enhance professional practice by aligning the CCSS to the REACH evaluation	Professional Development	All	Admin	Summer 2012	On-going		Include specific criteria in the Local School Criteria that focuses on CCSS
Create a ILT PD calendar with a specific instructional foci aligned to CCSS	Professional Development	All	ILT	Summer 2012	Summer 2013		
Develop growth plans for teachers using the Danielson Framework and aligning the plan to CCSS	Professional Development	All	ILT	Quarter 1	Quarter 4		Allow teachers to reflect on their own development
Utilize interim assessment data to determine CCSS and CRS student growth using a protocol	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 4		Interim Assessment Cycle
Develop co-teaching models that support CCSS alignment and faciliate collaboration amongst teacher teams	Instruction	Students With Disabilities	ILT	Summer 2012	Summer 2013		Work with Case Managers and Special Eduction Chair to develop this plan

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
Improve the learning climate by creating organic systems that effectively increase student attendance; improve student on-track and graduation rates; promote postivie relationships and behaviors; and prepare students for post-secondary success.	In order to adequately prepare students for college and career readiness, students must have opportunities to recover skills and classes that need remediation. we also believe that we can effectively improve attendance by creating a school program that supports our school's attendance growth and development plan.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Send out a contact information form to be updated by all currently enrolled students.	Parental Involvement	All	Attendance Team	Summer 2012			
Conduct a contact information audit to ensure all information is entered correctly and in the right location.	Other	All	Attendance Team	Summer 2012			Partner with Counseling Team
Have parents fill out an updated contact information form at all report card pick-up days and send this form out to parents who do not attend.	Parental Involvement	All	Attendance Team	Summer 2012			
Increase number of parents signed up for parent portal.	Parental Involvement	All	Technology Coordinator	Summer 2012			Train all parents on the benefits of parent portal. Inform parents they can sign up to receive texts when their child is absent from class.
Evaluate data to determine low attendance date trends and structure special activities and incentives around these dates.	Parental Involvement	All	Attendance Team	Summer 2012			Plan a calendar of special events for anticipated "hot days" (low attendance days)
Distribute weekly attendance report card data to students and teachers.	Other	All	Attendance Team	Quarter 1			
Cross reference attendance data with academic data	Other	All	Data Strategist	Quarter 1			Students can receive this information during weekly advisory and/or during Town Hall meetings.
Hold an attendance orientation for incoming freshmen parents.	Parental Involvement	All	Attendance Team	Summer 2012			Orient parents and students to the school and the importance of regular attendance.
Schedule home visits during the summer for students who are at risk for poor attendance.	Parental Involvement	All	Refocus on Education Partner	Summer 2012			
Continue Partnership with Refocus on Education to conduct home visits for students who are chronically truant.	Parental Involvement	All	Attendance Team/Partner	Summer 2012			Sign linkage agreement for Refocus on Education. Identify barriers and devlop a attendance plan for the new school year.

Strategic Priority 2

Develop calendar of regular attendance audits to evaluate errors and assess teacher compliance with attendance procedures.	Other	All	Attendance Team	Summer 2012			
Create a parent and student friendly attendance policy document highlighting how attendance is calculated.	Parental Involvement	All	Attendance Team	Summer 2012			
Provide refresher for teachers on attendance policy and procedures for capturing accurate attendance.	Professional Development	All	Attendance Team	Quarter 1			
Advertise and market the Go For Green 80% goal attendance campaign.	Parental Involvement	All	Attendance Team	On-going			Send information home highlighting the value of attendance and incentives and the consequences of poor attendance.
Develop a calendar of weekly incentives as part of the Go For Green Campaign.	Other	All	Attendance Team	Summer 2012			Offer incentives for families, not just students, such as food baskets, transportation passes, etc.
Distribute weekly attendance percentages school wide for the Go for Green campaign.	Other	All	Attendance Team	On-going			Post on SharePoint
Host monthly VIP lounges for students with the most improved attendance.	Other	All	Attendance Team	On-going			
Implement foundations and social emotional learning	Professional Development	All	Culture and Climate Team	Summer 2012			Work with the office of Pathways to effectively created a targeted social/emotional learning program at Manley.

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
Effectively partner with parents, guardians, and community members to develop Manley students and families and increase student enrollment.	Manley's school enrollment has declined exponentially over the last five years. We believe that in order to develop a high performing school that we must parter with parents and the community to increase involvement and provide supports.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Continue Partnership with Refocus on Education to conduct home visits for students who are chronically truant.	Parental Involvement	All	Attendance Team	Summer 2012			Sign linkage agreement for Refocus on Education.
Develop a calendar of student recognition ceremonies and invite parents to attend all events	Parental Involvement	All	Admin/Counselors/ILT	Summer 2012	Quarter 4		Academic and Attendance focus
Develop recognition incentives for parents of children who receive awards	Parental Involvement	All	Admin/Counselors/ILT	Summer 2012	Quarter 4		
Develop partnership relationships to offer classes for parents	Parental Involvement	All	Admin	Summer 2012	On-going		Contact Malcolm X and other GED programs. Consider having a graduation program
Implement a parent volunteer program	Parental Involvement	All	ILT	Summer 2012	On-going		Invite parents to develop student engagement programs before school and during lunch
Open House events	Parental Involvement	Other student group	Counseling Department	On-going			
High School Investigation Day	Parental Involvement	Other student group	Counseling Department	Quarter 4			
Back to School Night	Parental Involvement	All	Counseling Department	Quarter 1			
College Fair	Other	Other student group	Counseling Department	On-going			
Report Card Pick-Up	Parental Involvement	All	Counseling Department	On-going			
Senior Night	Parental Involvement	Other student group	Counseling Department	Quarter 3			

Strategic Priority 3

FAFSA Night	Parental Involvement	Other student group	Counseling Department	Quarter 2			
Senior Dinner	Parental Involvement	Other student group	Counseling Department	Quarter 4			
Scholarship Meeting	Parental Involvement	Other student group	Counseling Department	Quarter 3			
Non-Grad meeting with parents	Parental Involvement	Other student group	Counseling Department	Quarter 4			
Attend elementary High School Fairs	Other	Other student group	Counseling Department	On-going			

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