CIWP

2012-2014 Continuous Improvement Work Plan

Chicago High School for Agricultural Sciences

Far South Side High School Network

3857 W 111th St Chicago, IL 60655

ISBE ID: 150162990250772

School ID: 609753

Oracle ID: 47091

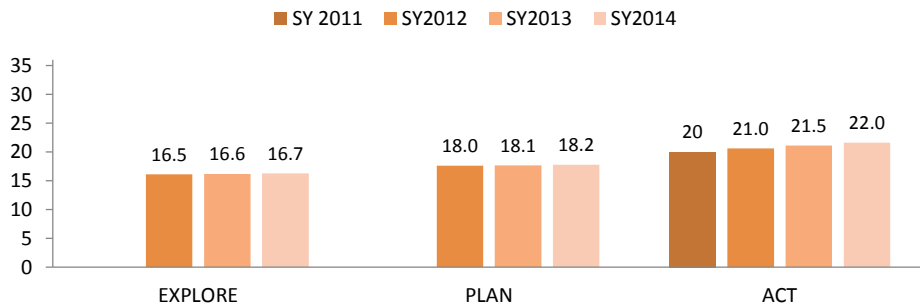**CHICAGO PUBLIC SCHOOLS | CPS**

Mission Statement

The Chicago High School for Agricultural Sciences is a college preparatory AND career and technical education high school that provides opportunities for diverse students from across the city of Chicago to study agriculture with the goal of developing marketable skills and college level competencies. We will produce graduates who will change the image of urban agricultural education.
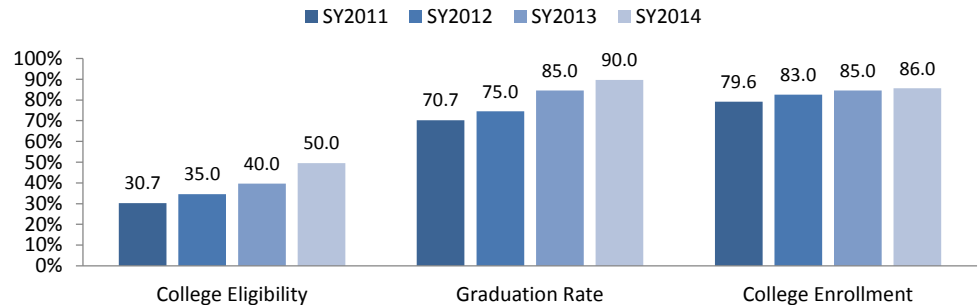
Strategic Priorities

1. Increase the quality and quantity of Reading in the Content Area

2. Increase the quality and quantity of Writing in the Content Area

3. #REF!

4. Continue moving forward with the full implementation of the Curriculum Framework Project, extending to the rest of the faculty.

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY2012	16.5	18.0	20
SY2013	16.6	18.1	21.0
SY2014	16.7	18.2	21.5 / 22.0

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	30.7	70.7	79.6
SY2012	35.0	75.0	83.0
SY2013	40.0	85.0	85.0
SY2014	50.0	90.0	86.0

Date Stamp November 22, 2012

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:	Chicago High School for Agricultural Sciences

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
William Hook	Principal
Brendan O'Laughlin	Assistant Principal
Lucille Shaw	Other
Sheila Fowler	Lead/ Resource Teacher
Lashawndra Pointer	Counselor/Case Manager
Marcia Rogers	Counselor/Case Manager
Jane Klunk	Special Education Faculty
Cara O'Shea	Classroom Teacher
Adrianna Olvera-Lopez	Classroom Teacher
Kevin Hayes	Classroom Teacher
Michael Doyle	Classroom Teacher
Ken Bringe	Classroom Teacher

2012-2014 Continuous Improvement Work Plan

Chicago High School for Agricultural Sciences

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		16.4	16.5	16.6	16.7
10th Grade - PLAN Average PLAN score		17.8	18.0	18.1	18.2
11th Grade - ACT Average ACT score	20.4	NDA	21.0	21.5	22.0

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	30.7	35.0	40.0	50.0
5-Year Graduation Rate % of students who have graduated within 5 years	70.7	75.0	85.0	90.0
College Enrollment % of graduates enrolled in college	79.6	83.0	85.0	86.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	1.6	1.6
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	3.5	3.9

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	92.8	93.0	93.5	94.0
Freshman On-Track % of Freshman Students on-track	88.1	89.0	90.0	92.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	5.2	5.1	5.0	4.9
Sophomore On-Track % of Sophomore students on track	97.7	98.0	98.5	99.0

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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	61.9	65.0	67.7	70.0	**PSAE Reading** % of students exceeding state standards	7.1	10.0	15.0	20.0
PSAE Mathematics % of students meeting or exceeding state standards	54.9	58.0	60.0	62.0	**PSAE Mathematics** % of students exceeding state standards	1.8	5.0	10.0	15.0
PSAE Science % of students meeting or exceeding state standards	56.6	58.0	60.0	62.0	**PSAE Science** % of students exceeding state standards	5.3	10.0	15.0	20.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1:Leadership	***Goals and theory of action*** --->			**3**
	• 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.	Our school in fact has clear, measurable goals that are known to teachers and students. Our school successfully provides a college preparatory curriculum blended with a career and technical education for ALL students. These two concepts are NOT mutually exclusive at our school. Our individual stakeholder and collective goal is the same - always improve. Moving forward though a development of a theory of action will be a new process for our school community, but a challenge for which we will be ready.	
	Principal Leadership --->			**4**
	• 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.	As principal of what I feel is the greatest high school in the City of Chicago, I try to embody what the school is about. I have worked with the stakeholders to create, foster and achieve the collective vision for the school. I hope to build a team of individuals who share the vision, pasion and dedication to our students. I attempt to lead by example. I try to model a patten of continous improvement in words and actions. i hope to engage all stakeholders in the mission of the work we do on behalf of the young people who attend our school. I feel that our school empowers our students not only to achieve their goal, but they are able to envision and achieve goals they woud have never imagined prior to attending our school.	

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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	In a school with a relatively small staff, especially administrative staff, there are always plenty of teacher leadership opportunities available. This creates truly a win/win situation. By necessity more teachers become more involved in leadership roles; and as a result, more teachers are involved in a leadership capacity. Some of the designated roles for teacher leaders are: grade level chairs, department chairs, science fair coordinator, history fair coordinator, athletic director, attendance coordinator, case manager, service learning supervisor, technology coordinator, guidance coordinator, curriculum coordinator, and assessment coordinator. We have teachers who serve on the local school council, on the Instructional Leadership Team, the Curriculum Framework Committee and other ad hoc committees.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**4**
• 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	Because we are a relatively small faculty, our school's Instructional Leadership Team also serves as our school's management team. The team's management function is useful to the school; however, the Instructional Leadership function is imperative. It is one of the greatest factors in the success of our school. The team is made up of the school's principal and assistant principals, it's two counselors, master agriculture teacher, case manger, and department and grade level team leaders. The team looks at the school in an aggregated and disaggregated way. We look at issues by grade level, by department, by teacher, by course or by student. All decisions and actions are based on what is in the best interest of students.	
Monitoring and adjusting	-->		**4**
• 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.	Our school is always working to improve. Our faculty look at daily and weekly assessments to determine the course of instruction. They look at unit, quarter and semester assessments to monitor course progress. Interim assessments along with EPAS assessments allow for teachers to make summative judgements for individual students, student groups and their overall teaching effectiveness.	

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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.	Each course offered at our school has a specific course syllabus. Departmental curriculum is vertically aligned, developed and integrated. Grade level course are aligned to the greatest extent possible. All courses are currently aligned to the ACT College Readiness Standards. The faculty will use the 2012-2013 school year to gain a stronger understanding of the Common Core State Standards, especially as they relate to the CRS. The transisition to the CCSS will occur in full when the CCSS assessments are determined. Because we are engaged in the Curriculum Framework Project, our faculty is comfortable and proficient with the established precesses and procedures in delivering standards based instruction.	
	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).	All curriculum has been aligned to the College Readiness Standards and we are progressively implementing Common Core State Standards. All reading materials are at or above grade level. Textbooks are used in varying degrees in courses. Materials for students with disabilities are modified as appropriate. In the agricultural courses, technical manuals and project based learning activities, along with supplemental reading and research materials are appropriately alighned to student skill sets.	

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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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.	*Teachers review results from the following norm-referenced assessments: Explore, Practice PLAN, PLAN, Practice ACT, ACT and Interim Assessments. Teachers meet by grade level and departments to analyze and discuss results. *Teachers meet by grade level to review assessments from the aforementioned assessments. Based on those results, teacchers compare scores with student performance in classes. *Criterion-referenced assesssments are aligned with the CCSS standards. Students are grouped according to the band level per each standard. Teachers disccuss and determine if students should be placed in AP, Honors, Regular or Prep level classees based on thier class assesessments, student work and their standardized test score. *Resource teachers ensure accommodations and modifications are in place for standardized testing, student work and class assessments as indicated in thier IEP or 504. Informal assessments, such as bell-ringer questions and activities, are used daily to assess student knowledge and comprehension. Formal assessments, such as lab	

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Typical School	Effective School	Evidence	Evaluation
Instruction	--->		**4**
• 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.	Student Learning Objectives are displayed visually in the room and repeated, again, at the beginning of the lesson. Objectives and procedures are repeated (visually and audibly) throughout the lesson. The relevance of each lesson is maintained by the development of learning objectives. Based on the skill bands of the college readiness standards, lessons are differentiated to promote student understanding and comprehension, in accordance with agriculture curriculum requirements. Hands-on learning activities are most commonly used and provide greater opportunity for effective differentiation. Through the curriculum framework project, courses are aligned vertically and horizontally. Efforts have been made to incorporate cross-curricular learning opportunities. All teachers do unit plans that are aligned with standards. Most write out daily objectives that are also aligned with standards. Students are challenged with both basic knowledge questions and those that require critical thinking skills. Ethical questions are also discussed where appropriate. Teachers sequence courses according to the	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**4**
• 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.	Decision-making about how to determine which students are in need of intervention: Students are programmed according to skill band which has reduced the number of referrals for RtI. Students are being taught where their skills lie and then encouraged to meet the next level. After the first couple of weeks of school, the freshman teachers meet to evaluate the progress of students and determine whether any students need to be moved to a different skill band (higher/lower). Once data has been received from the Fall administration of the EXPLORE, it is reviewed to determine if students have been placed accurately or if a change is needed. During bi-weekly freshman meetings, teachers identify students who are struggling with academics and independent functioning (organization, study skills, etc.) Interventions used and their success: PREP Classes. Lowest level students are placed in the PREP classes where they	
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.	We will continue with AP training and CFP Training. Teachers share and learn from each other in regular grade level meetings rotated with department meetings. We plan build on this and expand professional development with the faculty as a single unit with focused ongoing professional development for the faculty. We recognize the importance of keeping teachers inspired and informed and will build upon the already effective PD program at CHSAS.	

Professional Learning

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3:	*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.	Teachers meet weekly in teams. They meet biweekly in grade level teams to plan and evaluate horizontally. They meet biweekly in department teams to plan and evaluate vertically. These weekly meetings are necessary to reflect on the current week and plan for the following week. Teachers work to make curricular connections within grade level subject areas and among content areas as well. Agenda items for these meetings include, curriculum, assessment, student work, student achievement and other items relevant to student progress.	
	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.	Our school does not employ any content area coaches. However, for the most part, our teachers have a collegial relationship with one another. This allows for teachers to learn from one another and not be afraid to ask each other for help. Because teachers work in grade level and content area teams, they have two talent pools from which to draw which benefits everyone. New teachers are mentored by seasoned teachers both formally and informally; both in logistical issues and instuctional.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	*High expectations & College-going culture* --->			**4**
	• 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	Teachers reinforce high expectations through motivation and setting goals for all students in all core and agricultural classes. All faculty and staff help students see that the school believes in them. Extra help is offered to students to assist students in achieveing college and career- ready standards. This year staff implemented the Curriculum Framework Project. This program offers several strategies to improve and monitor student achievement. In addition, teachers assess student development through weekly assessments and the EPAS System.	
	Relationships --->			**4**
	• 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.	All students have at least one adult advocate who cares about them deeply and supports them in achieving their goals . All freshmen first meet their adult advocates (counselors, freshman teachers and FFA Advisors) during the three week summer orientation prior to the start of the school year. All students have a counselor who works with them on an individual basis. Counselors meet with each student two times per sememster and as a group once per month. Topics of discussion might include, Teen Behavior, Study Skills, etc. Additionally, all students are assigned an FFA Advisor. The Advisor is responsible for working with students to assist in providing a positive difference in their lives by assisting them to achieve, premier leadership abilities, gain personal growth and career success. This is accomplished through classroom instructions, student activities	
	Behavior& Safety --->			**4**
	• 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.	The school follows the Student Code of Conduct for issues dealing with student behavior. For Group I violations, students are given a warning and/or detention by the classroom teacher. If the problematic behavior continues the teacher informs the Assistant Principal, and he speaks with the student and/or parents about the continued behavior in an effort to correct it. In the days and weeks that follow the Assistant Principal follows up with the teacher and student to gage progress. Any student who is issued a detention has one week after the issue date to serve the detention either after	

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Typical School	Effective School	Evidence	Evaluation
Expectations		-->	**4**
• 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.	Our mission and expectations are presented starting with an Open House. Because of the uniqueness of this program it is vital from the start that parents are able to make an informed decision in choosing a school for their child. Parents are asked to attend their child's Freshman Connection culminating activity, Parent Orientation, Parent Exchange Night, and Report Card Pick Up. Parents are encouraged to join us in celebrating their child's success at our Annual Awards Program, Athletic Banquet, FFA Banquet, College Night, Financial Aid Night and Local School Council meetings. The school website is kept current with information including a calendar of activities and with a page from each department. Each teacher has a webpage and the Parent Portal keeps parents abreast of their child's attendance and academic progress. The website is	
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.	The school website, as well as the principal's monthly newsletter keeps parents abreast of school news and activities. The website also provides parents, as well as the community, information about our program which highlights our program focus – agriculture. For students, the bell schedule, dress code, attendance policy, school rules and expectations are clearly outlined. The library web page includes numerous research databases (with clickable links) that can	
Bonding		-->	**4**
• 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.	Our school's size and structure allows for an environment and subsequent culture that allows for open, nonthreatening relationships with faculty, staff, parents, students, community and business/industry partners. Our students know our teachers; our teachers know our students; and our students know that our teachers know them. Each student has at least one adult in the building with whom he/she relates. Our school offers events such as FFA Fall Festival, overnight 'lock-ins', dances and the like where students become part of the school community. This all begins with our school mandated and locally funded freshman connection program to have students become orientated to our school 'family'.	

(Left vertical label: DIMENSION 5: Family and Community Engagement)

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.	* The social worker or special education teachers make home visits if necessary. * CHSAS often refers parents to social agencies when the need arises.	
	College & Career Exploration and election	--->		**4**
	• 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.	Our school hosts an annual college night each fall which draws over 65 schools. We are also adding a career night this fall. We host an annual career day each spring. CHSAS hosts the Job Shadow Kick-Off each Groundhog Day and every studwent is required to perform tw job shadows during their time here. Students participate in Career	
	Academic Planning	--->		**4**
	• 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.	Starting in their freshmen year, the guidance department apprises all students of the various opportunities that are available to them including dual enrollment classes, summer enrichment programs, online enrichment classes and advanced placement classes. Students are also given an opportunity to review career assessment instruments with their counselor as a part of the guidance curriculum. Additionally, students have all been given the opportunity to attend college tours through the school or through its' partners.	
	Enrichment & Extracurricular Engagement	--->		**4**
	• 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.	For enrichment and extracurricular opportunities, CHSAS offers 16 athletic teams and 16 clubs. The 16 clubs exist due to student interest in areas such as poetry, religion, and animal welfare. Additionally, all students are members of the National FFA	

(vertical label) **N 6: College and Career Readiness Supports**

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
D I M E N S I O	***College & Career Assessments***	-->		**4**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	All students are assessed through EPAS approximately every six months. In addition, prior to their senior year, all students take the Compass exam to determine their college readiness in math, writing and English. All eligible students also take the Workkeys Day 3 exam to receive National Career Readiness Certification. Within our career	
	College & Career Admissions and Affordability	-->		**4**
	• 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.	Each year CHSAS host an annual College Night for juniors and seniors. Counselors provide guidance lessons on college selctivity and types of financial assistance for all grade levels using the results from their EPAS scores. Financial aid workshops are offered for parents and students. Counselors review college award letters and finacial package with students.	
	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.	Agencies are invitied to every IEP meeting and attend regularly. *The Cluster Site and Low Incidence Program host an annual transition fair for parents and students thoughout CPS. Attendees include government and social agencies to address post-secondary planning and transition. * The PASS agency comes to the orientation at the beginning of the year to complete the PUNS. *The Curriculum for school year 2012-2013 will focus on transitioning skills.	

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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***	-->		**4**
	• 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.	This is an area where our school is extremely strong. Our educational priorities absolutely drive our budgetary decisions and not vise versa. Regardless of our budget, our priorities are our priorities. Budgets change but priorities do not.	
	Building a Team	-->		**4**
	• 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.	Our school's instructional leadership team also serves as the school's management team. This group is instrumental in planning for all aspects of school improvement, not the least of which is building a strong team. The team develops short term and long term goals, including an organizational needs analysis for school personnel. Hiring is planned and is not left for happenstance. Candidate screening is followed by initial interviews. After that, grade level and department team members become involved in the process. Candidates then spend at least a half day at the school followed by a third interview. This process has yielded a nearly perfect track record.	
	Use of Time	-->		**4**
	• 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.	All decisions regarding calendars, schedules and overall use of time are made in the best educational interest of students. All such decisions are, have been and will continue to be based on what is best for students. Our school utilizes the Track E calendar and plans many activities for students duing the intersessions and abbreviated summer. Schedules, including the full school day, are developed to maximize educational opportunities for all students.	

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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 Chicago High School for Agricultural Sciences is a college preparatory AND career and technical education high school that provides opportunities for diverse students from across the city of Chicago to study agriculture with the goal of developing marketable skills and college level competencies. We will produce graduates who will change the image of urban agricultural education.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	Increase the quality and quantity of Reading in the Content Area	While our ACT Reading scores are relatively high, the growth in reading is not trending upward as much as it is in mathematics and science. This increeads focus on reading will be evident in all courses including core, elective and career and technical education. Reading activities will be more deliberate, frequent, standards based and at least 70% nonfiction.
2	Increase the quality and quantity of Writing in the Content Area	Tied closely with reading, writing will become a greater focus in all courses offered at our school. It will become a greater focus as both a student activity and a performance assessment. As we begin to transition to common core state standards, writing will become a larger component of student assessment.
3	See Priority 4	See Priority 4
4	Continue moving forward with the full implementation of the Curriculum Framework Project, extending to the rest of the faculty.	The CFP Year 1 teacher team will lead the work with the rest of the staff to develop the processes for a standards based curriculum. The entire team will then move towrds the common core.
5	Optional	NA

CIWP

2012-2014 Continuous Improvement Work Plan

Chicago High School for Agricultural Sciences

CHICAGO PUBLIC SCHOOLS | CPS

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
Increase the quality and quantity of Reading in the Content Area	While our ACT Reading scores are relatively high, the growth in reading is not trending upward as much as it is in mathematics and science. This increades focus on reading will be evident in all courses including core, elective and career and technical education. Reading activities will be more deliberate, frequent, standards based and at least 70% nonfiction.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT will work cloesely with other teachers to develop and implement instructional protocal for implementing additional effective reading strategies into all content area classes.	ILT/ Teacher Teams	All	Team Members	Quarter 1	On-going		
Teachers will develop and implement instructional protocal for implementing additional effective reading strategies into all content area classes.	Instruction	All	Teachers	Quarter 1	On-going		
Appropriate instructional materials will be researched, selected and purchased to allow teachers to implement additonal effective reading strategies in all content area classes.	Instructional Materials	All	Teachers and administrators	Quarter 1	On-going		
ILT and teacher teams will develop and implement professional development opportunities that will allow teachers to implement additonal effective reading strategies in all content areas.	Professional Development	All	Teachers and administrators	Quarter 1	On-going		
Necessary instructional support supplies will be purchased and provided to allow teachers to implement additonal effective reading strategies in all content area classes.	Supplies	All	Teachers, administrators, clerks	Quarter 1	On-going		
After school and/or extended day opportunities that support students in achieving standards in reading in content areas will be provided.	After School/ Extended Day	All	Teachers, administrators.	Quarter 1	On-going		
Equipment and/or technology necessary for students to achieve success in achieving standards in reading in the content areas will be provided.	Equipment/ Technology	All	Teachers, administrators.	Quarter 1	On-going		

Strategic Priority 1

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
Increase the quality and quantity of Writing in the Content Area	Tied closely with reading, writing will become a greater focus in all courses offered at our school. It will become a greater focus as both a student activity and a performance assessment. As we begin to transition to common core state standards, writing will become a larger component of student assessment.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT will work cloesely with other teachers to develop and implement instructional protocal for implementing additional effective writing strategies into all content area classes.	ILT/ Teacher Teams	All	ILT, teachers, administrators.	Quarter 1	On-going		
Teachers will develop and implement instructional protocal for implementing additional effective writing strategies into all content area classes.	Instruction	All	Teachers, adminstrators.	Quarter 1	On-going		
Appropriate instructional materials will be researched, selected and purchased to allow teachers to implement additonal effective writing strategies in all content area classes.	Instructional Materials	All	Teachers, administrators, clerks.	Quarter 1	On-going		
ILT and teacher teams will develop and implement professional development opportunities that will allow teachers to implement additonal effective reading strategies in all content areas.	Professional Development	All	Teachers, administrators.	Quarter 1	On-going		
Necessary instructional support supplies will be purchased and provided to allow teachers to implement additonal effective writing strategies in all content area classes.	Supplies	All	Teachers, administrators, clerks.	Quarter 1	On-going		
After school and/or extended day opportunities that support students in achieving standards in writing in content areas will be provided.	After School/ Extended Day	All	Teachers, administrators.	Quarter 1	On-going		
Equipment and/or technology necessary for students to achieve success in achieving standards in writing in the content areas will be provided.	Equipment/ Technology	All	Teachers, administrators.	Quarter 1	On-going		

2012-2014 Continuous Improvement Work Plan

Chicago High School for Agricultural Sciences

Strategic Priority 2

Date Stamp November 22, 2012

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
#REF!	#REF!

Action Plan   Monitoring

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

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
Continue moving forward with the full implementation of the Curriculum Framework Project, extending to the rest of the faculty.	The CFP Year 1 teacher team will lead the work with the rest of the staff to develop the processes for a standards based curriculum. The entire team will then move towrds the common core.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Provide funding for teachers to work in grade level and department teams to further the work of the Curriculum Framework Project.	Professional Development	All	Principal, clerk.	Summer 2012	Quarter 4		
Work in ILT and teacher teams throughout the year to gain a better understanding of the processes involved in the Curriculum Framework Project as well as the content in the common core state standards.	ILT/ Teacher Teams	All	Teachers, administrators.	Summer 2012	Quarter 4		
Fund a miscellaneous employee to oversee and direct the continuation and extension of the Curriculum Framework Project.	Staffing	All	Principal.	Summer 2012	Quarter 4		
Provide substitute teachers to allow teachers time to attend professional development opportunities related to the implemntation of the Curriculum Framework Project.	Other	All	Principal, clerk.	Quarter 1	Quarter 4		
Provide funding for an outside contractor to provide professional development opportunities to our teachers and administrators involving the Curriculum Framework Project	Professional Development	All	Principal	Summer 2012	Quarter 4		
Provide funds to support professional development opportunities for teachers that may require travel. Also, provide funding for professional memberships for teachers and administrators.	Other	All	Principal, teachers.	Summer 2012	Quarter 4		

Strategic Priority 4

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
	NA

Action Plan   ## Monitoring

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