



2012-2014 Continuous Improvement Work Plan

Phoenix Military Academy High School

West Side High School Network
145 S Campbell Ave Chicago, IL 60612
ISBE ID: 150162990250803
School ID: 610304
Oracle ID: 55011



Mission Statement

The staff of Phoenix Military Academy will promote student development in five (5) areas of focus:

- Leadership
- Character
- Citizenship

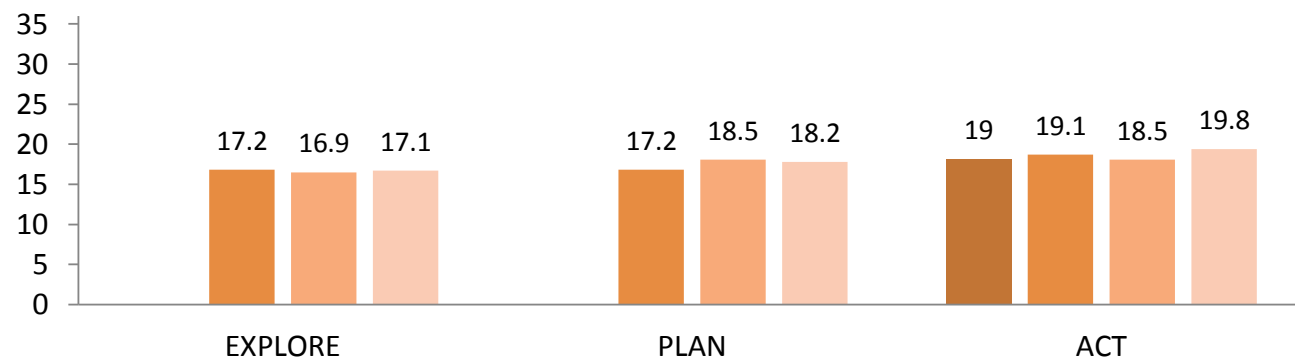
Strategic Priorities

1. Increase Advanced Placement (A/P) Enrollment Metric
2. Integrate a whole-school "Write-to-College" program at all grade levels utilizing CCSS
3. Implement REACH strategies and policies to systemically improve on-track graduation rates

School Performance Goals

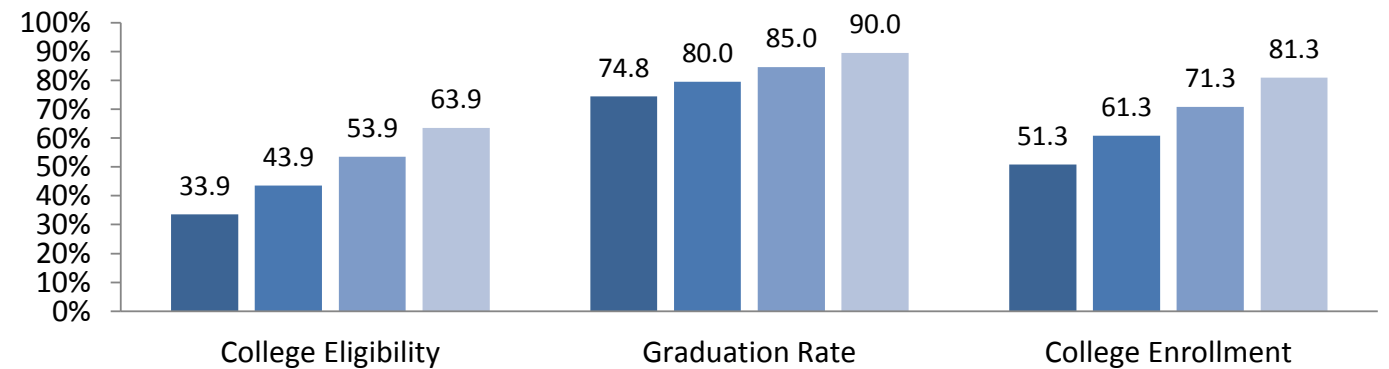
EPAS Goals

■ SY 2011 ■ SY2012 ■ SY2013 ■ SY2014



12th Grade & Graduation Goals

■ SY2011 ■ SY2012 ■ SY2013 ■ SY2014





Continuous Improvement Work Plan 2012 - 2014



Overview

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

School Name	
To get started, please select your school's name from the drop down list:	Phoenix Military 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
Ferdinand Wipachit	Principal
Joyce Edwards	LSC Member
Sean Stange	Classroom Teacher
Kim Harrell	Assistant Principal
Margaret A. Mares	Special Education Faculty
Amy Sanchez	Support Staff



High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		15.2	17.2	16.9	17.1	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	33.9	43.9	53.9	63.9
10th Grade - PLAN Average PLAN score		16.3	17.2	18.5	18.2	5-Year Graduation Rate % of students who have graduated within 5 years	74.8	80.0	85.0	90.0
11th Grade - ACT Average ACT score	18.6	17.3	19.1	18.5	19.8	College Enrollment % of graduates enrolled in college	51.3	61.3	71.3	81.3

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	92.1	93.0	94.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	4.3	3.3	2.3	1.3
Freshman On-Track % of Freshman Students on-track	74.1	80.0	82.0	84.0	Sophomore On-Track % of Sophomore students on track	84.9	87.0	89.0	90.0



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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	49.0	55.0	60.0	65.0		PSAE Reading % of students exceeding state standards	2.0	4.0	6.0	8.0
PSAE Mathematics % of students meeting or exceeding state standards	39.2	49.0	55.0	60.0		PSAE Mathematics % of students exceeding state standards	0.0	2.0	4.0	6.0
PSAE Science % of students meeting or exceeding state standards	40.2	45.0	50.0	55.0		PSAE Science % of students exceeding state standards	0.0	2.0	4.0	6.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	For the past three years, prior to each school year, the PMA staff analyzes the results of the last EPAS administration from the previous school. The data is analyzed by content area and by grade level. After the data has been thoroughly Individual	
DIMENSION 1: Leadership	Principal Leadership ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	Mr. Wipachit has aligned Teacher Collaboration Team (TCT) structure & leadership both vertically and horizontally by grade level and by content area. In a Learning Community Engagement & Leadership Survey (LCE&LS) taken by the National Board for Professional Teaching Standards (NBPTS) in October of 2011, 98% of the certified staff surveyed stated Mr. Wipachit valued others and their perspectives.	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl 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 	<p>Mr. Wipachit has cultivated the investment of the teachers in the success of PMA through leadership including, but not limited to, the following: Instructional Leadership Team (ILT), Grade and Course Teams, Response to Intervention Team (Rtl), as Mentor Teachers, on the Curriculum Team, as Coaches, on the Data Team, and the CIWP Team. In a Learning Community Engagement & Leadership Survey (LCE&LS) taken by the National Board for Professional Teaching Standards (NBPTS) in October of 2011, 100% of the certified staff surveyed stated Mr. Wipachit builds leadership capacity in others to ensure the stability of the organization.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			4
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<p>PMA's ILT is based on the combination of knowledge and expertise needed to make decisions for all students and staff, leading the work of improving teaching and learning school-wide through the incorporation of the voices of everyone to improve teacher practice and student performance. In a Learning Community Engagement & Leadership Survey (LCE&LS) taken by the National Board for Professional Teaching Standards (NBPTS) in October of 2011, 100% of the certified staff surveyed stated Mr. Wipachit incorporates the voices of everyone to improve teacher practice and student performance.</p>	
Monitoring and adjusting ----->			4
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> 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. 	<p>PMA has developed a program of systematic analysis of student achievement data in order to make adjustments to focus on student and teacher strengths and weaknesses. In a Learning Community Engagement & Leadership Survey (LCE&LS) taken by the National Board for Professional Teaching Standards (NBPTS) in October of 2011, 100% of the certified staff surveyed stated Mr. Wipachit "creates systems to access real-time data and purposefully monitor progress toward goals" and "is skilled in disaggregating and interpreting data to determine paths to improved learning."</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>PMA has developed curriculum maps over the past two years in accordance with CPS Area mandates in place at the time. These maps included year-long scope and sequence curriculum addressing the needs of the diverse student groups, including the English Language Learners and Students With Disabilities. On the PMA SY2011 School Progress Report, 78% of the respondents based on student and teacher surveys indicated PMA teachers deliver strong, ambitious instruction.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<p>PMA instructional team is in the continual process of upgrading instructional materials aligned with the Illinois State Standards and is in the process of ordering new learning materials aligned with the Common Core State Standards. The PMA budget has recorded \$60,000 in textbook purchases for the school year 2011 - 2012. PMA is currently in the process of evaluating all reading material to assure the PMA cadets are exposed to and engaged in complex texts.</p>	
<p>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.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			4
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>All staff members have access to the Curriculum and Instructional Management (CIM) component of the Instructional Management Program and Academic Communications Tool (IMPACT) where school-wide data is organized and available after each CPS interim assessment. PMA ensures assessment accommodations and modifications are in place for students with disabilities and English Language Learners. PMA content area and grade level teams analyze data and monitor student learning based on the results of these assessments. PMA also includes the EPAS Beginning-of-YEAR (BOY) & End-of-Year (EOY) assessments to identify and address strengths and weaknesses of both teaching and learning over the past school year.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<p>PMA teachers clearly communicate with students using a broad range of higher order thinking skills, aligning standards-based objectives to the instruction, scaffolding instruction to ensure all students (including ELLs and SWDs) have access to complex and engaging texts. On the PMA SY2011 School Progress Report, 78% of the respondents based on student and teacher surveys indicated PMA teachers deliver strong, ambitious instruction.</p>	

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	Typical School	Effective School	Evidence	Evaluation
	Intervention ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>PMA is in the process of implementing the Response to Intervention (RtI) program. PMA RtI Team is in the process of developing a systematic tracking process to ensure all identified students in need of academic intervention are supported in their remediation. Interventions PMA integrates into classroom instruction include, but is not limited to: small group instruction, the 90-minute block schedule for all content areas, support systems to address the needs of all student groups (including ELLs and students with special needs).</p>	
Professional Learning	Whole staff professional development ----->			3
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>PMA instructional leaders have attended professional development sessions in Common Core State Standards (CCSS). PMA staff will attend Stage 2 - Professional Development on May 30th, 2012. The Instructional Team Leader, Mr. Wipachit, aligns all PMA professional development with ongoing, job-embedded, and relevant issues to address current teaching and learning needs specific to the PMA learning community.</p>	

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DIMENSION 3: I	Grade-level and/or course teams ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>PMA conducts weekly staff, department, grade level, and TCT meetings as part of the PMA Teach-Assess-Adjust model of school achievement and instruction. All teams and all team members are required to attend meetings and specific break-out sessions. Currently the PMA staff meetings are held every Monday immediately after school. For the school year 2012 - 2013, CPS has scheduled the city-wide staff professional development sessions for Wednesday afternoons. PMA has incorporated this Wednesday Professional Development time into the school extended-day schedule.</p>	
Instructional coaching ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>New teachers at PMA are provided with an experienced teacher mentor. When the need arises, PMA creates opportunities for teachers with identified areas of need to attend professional development programs. Additionally, PMA is in the process of integrating the CPS Framework for Teaching adapted from the Danielson Framework for Teaching. Mr. Wipachit's current UIC Principal Intern, Ms. Giannoulis, during the SY 2011-2012, integrated the AUSL Coaching Tool based on Domain 2 (Classroom Environment) and Domain 3 (Instruction) into the teacher observation and evaluation process.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			4
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> 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 	<p>PMA sets high post-secondary expectations for all students. The Counseling Department creates and organizes a bulletin board (in the breezeway of the Counseling Department) which has each 12th grader's name with the following information attached to the name: FAFSA completion, college applications and acceptances, scholarships awarded, amount of financial aid awarded to the recipient, branch of service acceptance (if applicable). PMA current FAFSA percentage is 79%. PMA current 12th grade percentage of students accepted to a college, university, Branch of U.S. Service, or other post-secondary institution is approximately 80%.</p>	
	Relationships ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>PMA integrates two programs with the intent of enabling all students to feel apart of the school community: Brotherhood and Sisterhood. All 9th graders are assigned an adult mentor in the school to make the transition from elementary school to secondary school more smooth. All students with special needs are assigned a mentor in the Special Education Department. PMA offers 44 different Extra-Curricular activities/programs/teams for cadets (boys & girls) at different times during the year and over the course of the school year.</p>	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>PMA has a common, consistent, and progressive school-wide approach to student discipline based in the CPS Student Code of Conduct. The intervention process has been established in the JROTC Department. As a result of the consistent application of disciplinary measures, PMA has a reputation for maintaining a safe, welcoming school environment. PMA has recorded less than 5 Student Code of Conduct violations at the Group 4, 5, or 6 level for the SY 2011 - 2012.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	The school community (the Principal, the teachers, the Main Office Staff) provides clear information for families on school and student performance and behavior. All PMA faculty use Gradebook which directly communicates with Student and Parent Portal. Parents are strongly encouraged to create accounts so all information regarding student attendance and academic achievement can be forwarded to any telephone or email address. At every opportunity over the duration of the school year, parents are urged to create a Parent Portal account and given specific instructions on the usage and information available through this tool.	
	Ongoing communication ----->			4
	<ul style="list-style-type: none"> Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns. 	<ul style="list-style-type: none"> 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. 	School staff engage in ongoing, 2-way communication with families so they know how their child is doing relative to grade-level and school expectations. PMA contacts parents at the mid-quarter progress report periods of students achieving either a "D" or "F" and who are in danger of failing on the quarterly report card. Parents are contacted and informed of the Mandatory Parent Meeting at the middle of the semester to address students not on	
Bonding ----->			3	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	In a Learning Community Engagement & Leadership Survey (LCE&LS) taken by the National Board for Professional Teaching Standards (NBPTS) in October of 2011, 97% of the certified staff and 100% of his peers surveyed, stated Mr. Wipachit nurtures a culture that focuses on learning for students, staff, parents, and members of the community at large. On the 2011 CPS Performance Policy Report, PMA, PMA records a consistent decreasing trend of the "One-Year Drop Out Rate" from 6.6% in 2008 to .7% in 2011 which indicates a motivated and engaged school community.	

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
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<p>According to a Learning Community Engagement & Leadership Survey (LCE&LS) taken by the National Board for Professional Teaching Standards (NBPTS) in October of 2011, 100% of the certified staff and Mr. Wipachit's peers surveyed, agreed Mr. Wipachit, "through words and actions, communicates a belief that every student and all staff members can achieve their highest</p>	
	College & Career Exploration and election ----->			4
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> 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. 	<p>In a Learning Community Engagement & Leadership Survey (LCE&LS) taken by the National Board for Professional Teaching Standards (NBPTS) in October of 2011, 100% of the certified staff surveyed stated Mr. Wipachit incorporates the voices of everyone to improve teacher practice and student performance.</p>	
Academic Planning ----->			4	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>PMA is in the process of improving the Advanced Placement (AP) program which offers high school cadets to take courses geared to passing AP tests which give students college credit while still attending high school. Additionally, PMA requires that each 12th grader send at least 5 college applications and then tracks their acceptance and scholarship information per student.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>PMA offers 44 different Extra-Curricular activities/programs/teams for cadets (boys & girls) at different times during the year and over the course of the school year. Additionally, JROTC is a character-building program and all cadets are strongly encouraged to</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>PMA has recorded a positive trend in college and career ready assessments, specifically, the ACT. Evidence of this is the increase in the average composite score from 2008 to 2012, from 15.1 to 19.03.</p>	
	College & Career Admissions and Affordability ----->			4
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> 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. 	<p>PMA requires that each 12th grader send at least 5 college applications and then tracks their acceptance and scholarship information per student. PMA Post-secondary department utilizes a website called What's Next Illinois. Each cadet is given a login to their own account where they explore career planning, high school planning, college planning, financial aid planning, and the creation of a portfolio.</p>	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> 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. 	<p>PMA transitions 8th graders into high school through various summer programs offered by CPS and also Leadership Camps offered by JROTC. PMA introduces all student groups eligible to the option of taking Advanced Placement (AP) courses enabling them to test out of college credits while still in high school. These classes connect students to the rigor of coursework that will be expected of them in a college or university. PMA also sends different student groups to college and university settings at least once per month.</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>During the 2011-2102 school year, Mr. Wipachit has allocated at least \$30,000.00 to transportation for students to go to extra-curricular activities and college and career visits. Mr. Wipachit has allocated \$35,000.00 to transportation for the 2012-2013 school year.</p>	
	Building a Team ----->			4
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>PMA has built several different vertical and content area Learning Communities of certified staff assembled to address the teaching and learning strengths and weaknesses across the curriculum and grade levels. With respect to the hiring process, applicants must pass several phases of the process in order to be considered for the position. Initially, the Administrative Team uses a ranking of areas in order to determine if the prospective candidate has a passion for the content area. The second phase includes the submission of a "Teacher Candidate Interview Protocol" & a "Candidate Instructional Scenario" prior to being offered a chance to do an Administration Team observed 90-minute practicum in the area of need. If the candidate passes the first three phases, they will be invited to perform a 2nd practicum in the content area to a</p>	
Use of Time ----->			4	
	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<p>PMA has designed an extended-day schedule to meet the needs of the cadets and the military model which has been consistently integrated into the Military Academy. PMA has allowed for regular, meaningful collaboration during scheduled weekly professional development meetings for the past 5 years. PMA is an Advancement Via Individual Determination (AVID) Demonstration Site (2010 - 2013) allowing students to receive intervention in AVID classes on a weekly basis.</p>	

Mission & Strategic Priorities

Instructions: Write in your Mission Statement. Using your key levers from the Theory of Action, develop 3 - 5 strategic priorities you will focus on over the next two years. Provide a Rationale using these guiding questions: What data (student achievement, school effectiveness framework, etc.) did you use to determine the priority? How does this priority impact instruction? How does this priority help you to achieve your goals? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

Mission Statement

The staff of Phoenix Military Academy will promote student development in five (5) areas of focus:

- Leadership
- Character
- Citizenship
- Service
- Academics

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Increase Advanced Placement (A/P) Enrollment Metric	PMA A/P enrollment dropped from 29.5 in 2010 to 23.1 in 2011. This disrupted a 3-year positive trend on the 2011 High School Performance Policy Report
2	Integrate a whole-school "Write-to-College" program at all grade levels utilizing CCSS	50% of each Advanced Placement (AP) examination covers writing/free response. PMA will integrate a whole-school writing program in order to create a learning environment conducive to success on the AP exams.
3	Implement REACH strategies and policies to systemically improve on-track graduation rates	PMA Freshmen On-track rate dropped from 81.5 in 2009 to 80.7 in 2010, and then dropped again to 74.1 in 2011. This disrupted a 2-year positive trend and actually created a 3-year negative trend on the 2011 High School Performance Policy Report.
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
Increase Advanced Placement (A/P) Enrollment Metric	PMA A/P enrollment dropped from 29.5 in 2010 to 23.1 in 2011. This disrupted a 3-year positive trend on the 2011 High School Performance Policy Report

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Calculate enrollment necessary for continued positive AP enrollment trend	ILT/ Teacher Teams	Other student group	Mr. Wipachit	Quarter 4		On-Track	PMA uses the 2011 CPS High School Performance Policy to drive instructional decisions
Program AP classes based on calculations	Instruction	Other student group	Ms. Sanchez	Summer 2012		On-Track	
Program teachers using calculations	Staffing	Other student group	Ms. Sanchez	Summer 2012		On-Track	
Gather student data & program students into AP classes	Staffing	Other student group	AP Team	Summer 2012		On-Track	
Create an AP assessment for each AP class to be administered in Fall 2012 for baseline data	ILT/ Teacher Teams	Other student group	AP Team	Summer 2012		On-Track	
Administer assessment to gather baseline data	Instruction	Other student group	AP Teachers	Quarter 1	Quarter 4	On-Track	
Hold AP Study Tutorials for 6 AP classes on a weekly basis	Instruction	Other student group	AP Teachers	On-going	On-going	On-Track	



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
Integrate a whole-school "Write-to-College" program at all grade levels utilizing CCSS	50% of each Advanced Placement (AP) examination covers writing/free response. PMA will integrate a whole-school writing program in order to create a learning environment conducive to success on the AP exams.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
PMA Write to College Program initiated school year 2011-2012 incorporating CCSS College & Career Readiness Anchor Standards for Writing	ILT/ Teacher Teams	All	ILT	On-going	On-going	On-Track	
Vertical alignment of AP writing skills addressed at both content area and grade level professional development sessions aligned to the CCSS and staff meetings	Professional Development	All	English Department	On-going	Quarter 1	On-Track	
Created Writing Handbook as an instructional supplement for all English classes at all grade levels	Professional Development	All	English Department	Quarter 1	Quarter 1	Completed	Writing Handbook incorporated into Language Arts curriculum in 9th & 10th grades.
Professional development sessions (4 weeks) aligned to Common Core State Standards presented to PMA faculty	Professional Development	All	English Department	Quarter 1	Quarter 1	Completed	PMA Language Arts Department completed a 4-week professional development program devoted to writing-in-the-classroom awareness and strategies.
Incorporation of "Write to College" program into a subject elective in the 10th grade academy aligned with the CCSS	Instruction	Other student group	10th grade English Teacher	Summer 2012	On-going	On-Track	PMA is in the process of interviewing and creating a map for a class devoted to writing.
Plan Summer Homework Lab incorporating CCSS	Instruction	All	9th Grade Team Lead	Summer 2012	Summer 2012	On-Track	
Pre-AP & AP vertical alignment in English Department to include Summer Institute PD specifically addressing CCSS	Professional Development	All	English Department	Summer 2012	Summer 2012	On-Track	All members of the English Department registered for the College Board AP Language & Literature Summer Institute at NWU



Strategic Priority 2



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
Implement REACH strategies and policies to systemically improve on-track graduation rates	PMA Freshmen On-track rate dropped from 81.5 in 2009 to 80.7 in 2010, and then dropped again to 74.1 in 2011. This disrupted a 2-year positive trend and actually created a 3-year negative trend on the 2011 High School Performance Policy Report.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Determine current PMA FOT rate for 2011-2012 school year	Instruction	Other student group	Data Team	On-going	Summer 2012	On-Track	Analyze this figure to determine effectiveness of current strategies in place
Determine the current 9th grade average daily attendance for the 2011-2012 school year	Other	Other student group	Data Team	Summer 2012	Summer 2012	On-Track	Analyze this figure to determine effectiveness of current strategies in place
Analyze current grading policy for assessment effectiveness	Instruction	Other student group	ILT	Summer 2012	Summer 2012	On-Track	On-going Analysis to address assessment fidelity
Bi-weekly review of the D & F List for all 9th graders (by teacher)	Instruction	Other student group	9th Grade Team Lead	On-going	On-going	On-Track	This has been incorporated into the PMA Instructional Leadership program for the last 3 school years.
Integrate mandatory 9th grade study halls for all 9th graders failing a class (by content area) using results of Bi-weekly D & F List as determination for assignment to each content area study	Instruction	Other student group	9th Grade Instructor by Content Area	Quarter 1	On-going	On-Track	Study Hall has proved to be an effective means for promoting positive systemic academic change.
Utilize REACH clinical observation model focusing on Domains 2 & 3	Instruction	All	Administrative Team	Summer 2012	On-going	Behind	PMA is in the process of implementing the CPS REACH clinical observation schedule.



Strategic Priority 3

Strategic Priority 4

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

Strategic Priority Description	Rationale

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