Paul Laurence Dunbar Career Academy High School

South Side High School Network

3000 S King Dr Chicago, IL 60616

ISBE ID: 150162990250531

School ID: 609676

Oracle ID: 53021

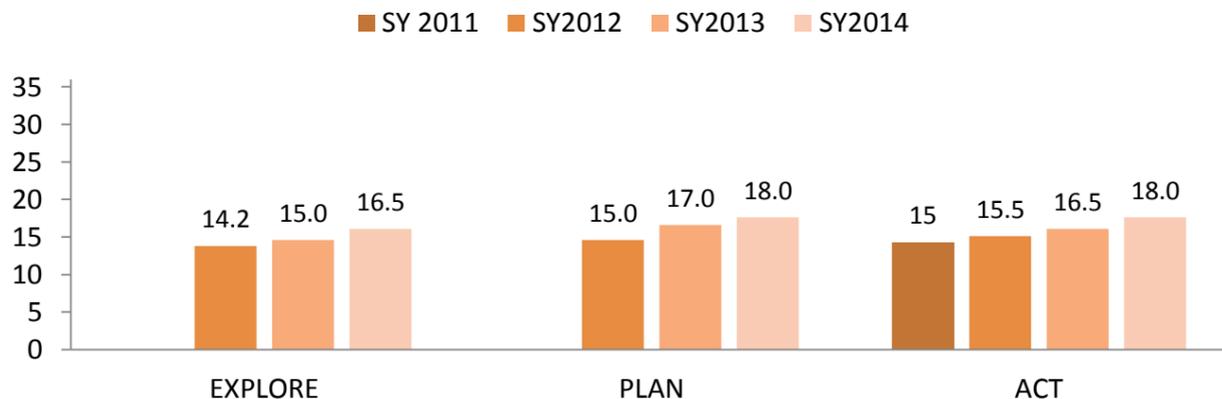CHICAGO PUBLIC SCHOOLS | CPS

Mission Statement

The mission of Dunbar Vocational Career Academy High School is to provide exemplary academic and vocational programs designed to prepare well-rounded students for rigorous post-secondary educational experiences and the world of work. Our graduates will become leaders committed to improving the quality of life for all within their communities, societies, and the world!
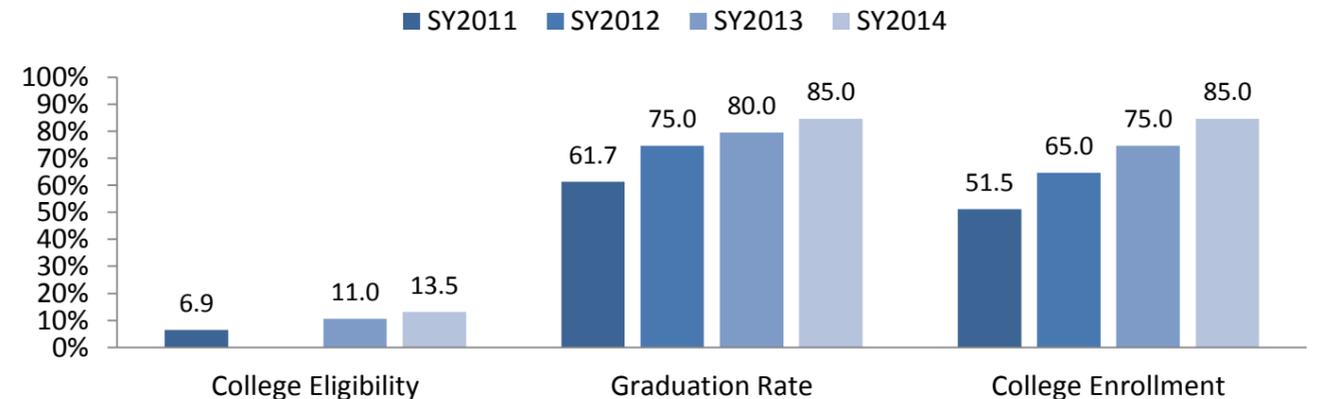
Strategic Priorities

1. The Instructional Leadership Team will create stronger methods for providing direct support to classroom teachers through coaching and targeting content specific strategies. In addition, the ILT will serve as the primary conduit for mapping the curriculum with the CCSS and supporting teachers with designing lessons plans that

2. We will implement a literacy and numeracy strategy that will allow for the ongoing assessment of students reading levels and allow for differentiated learning environments for students based on their current ability.

3. Positive Classroom/School Environments will be created to provide clear expectations supports, especially for students with multiple offenses, as well as through teacher and staff recommendations.

4. A redesign and implementation of the "Tardy Intervention Program" (TIP) aimed at reducing tardies to school and class, reducing cuts and increasing overall attendance will be incorporated to improved by tardy intervention and recovery programs.

5.

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

	EXPLORE	PLAN	ACT
SY 2011			15
SY2012	14.2	15.0	15.5
SY2013	15.0	17.0	16.5
SY2014	16.5	18.0	18.0

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

	College Eligibility	Graduation Rate	College Enrollment
SY2011	6.9	61.7	51.5
SY2012		75.0	65.0
SY2013	11.0	80.0	75.0
SY2014	13.5	85.0	85.0

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:	Paul Laurence Dunbar Career Academy High School

Developing a CIWP Team

A CIWP team consists of 6 – 12 committed stakeholders that act as the steering committee for the entire CIWP planning process. The principal should serve as the chairperson of the CIWP Team, appointing other team members from the school and community, which can include members from the ILT and/or LSC. These CIWP Team members should have strengths in collaboration and consensus-building. While the CIWP Team needs to remain small, it should include people with a variety of perspectives.

CIWP Team

Name (Print)	Title/Relationship
Camilla Covington	Principal
Bertha Jones	Special Education Faculty
Kenneth Crump	Assistant Principal
Oscar Hernandez	Assessment/Data Faculty
Candace Bui-Walston	Assessment/Data Faculty
Shameka Lee	Classroom Teacher
Eileen Kilgore	LSC Member
Robert Evans	Counselor/Case Manager
Shirleen Tiggs	Parent/ Guardian
Jenny Gibbs	Classroom Teacher
Ethel Kimbrough	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
9th Grade - EXPLORE Average EXPLORE score	✕	12.6	14.2	15.0	16.5
10th Grade - PLAN Average PLAN score	✕	13.8	15.0	17.0	18.0
11th Grade - ACT Average ACT score	14.7	13.1	15.5	16.5	18.0

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	6.9		11.0	13.5
5-Year Graduation Rate % of students who have graduated within 5 years	61.7	75.0	80.0	85.0
College Enrollment % of graduates enrolled in college	51.5	65.0	75.0	85.0

EPAS Growth

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.8	3.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.5	1.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	76.9	79.0	83.0	85.0
Freshman On-Track % of Freshman Students on-track	65.7	75.0	80.0	85.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	21.5	20.0	19.5	17.5
Sophomore On-Track % of Sophomore students on track	66.1	73.0	80.0	84.0

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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	12.0	17.4	21.8	26.6		**PSAE Reading** % of students exceeding state standards	0.0	1.0	1.0	2.0
PSAE Mathematics % of students meeting or exceeding state standards	2.3	12.2	16.2	20.2		**PSAE Mathematics** % of students exceeding state standards	0.0	1.0	1.0	2.0
PSAE Science % of students meeting or exceeding state standards	4.1	9.6	13.6	17.6		**PSAE Science** % of students exceeding state standards	0.0	1.0	1.0	2.0

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.	Theory of Action: Planning, Alignment, Data Review and Response, Clear Roles and Responsibilities lead to excelling student achievement gains. DVCA High School has established a regular calendar of project management and spotlighting. The ILT has just established the theory of action and is just beginning to actively use it (previously at the administrative level only).	
	Principal Leadership --->			**3**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	In the 2011 5 Essentials survey, the principal received an average rating. The principal received green marks for communicating a clear vision, participating in instructional planning with teams of teachers, curriculum coordination, and teacher influence. All other indicators were in yellow with the exception of the number of programs and the longevity of those programs. Work needs to be done on integrating post-secondary and expanding structures to all grade levels.	

Date Stamp November 22, 2012

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	-->		**2**
• 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	On the 5 Essentials survey, Dunbar scored in the green. Even though we have 79 teachers, only 43 of those teachers are actively involved in a committee outside of their course team. The biggest weakness in this area is the sharing of teacher learning - follow up coaching cycles, alongside the walkthroughs, and feedback are not a part of the regular school practices. In the 5 Essentials Survey, about 70% of our teachers feel that everyone is involved and pushing for school growth.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	The ILT at our school is very influential, collaborates and creates policy that directly affect the school's performance policy and engage perspective departments schoolwide. Most areas on our ILT rubric were at a 2 or higher.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	Instructors regularly use student data including CIM for all Interims, 5th week and quarter exams. Instructors have been trained in using specific data protocols (weekly team PM/DDI , CIM teacher leader sessions) to understand performance. Depts. regularly participate in Project Management sessions around the school goals; data analyst provides support to all teams in finding data to address additional questions. The focus of intervention, however, has been mostly on students and not teachers.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**2**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	All of our course teams meet regularly and work together on instructional planning, and most of our teams have a year-long scope and sequence and shared units. Common planning is also facilitated by the use of common exams on CIM. The weaknesses that must be addressed here are using differentiated texts and instruction to reach all students. On EPAS and PSAE, there are persistent gaps between regular education students and special education students - so much so that our overall school data is moved downward by the performance of SPED students. There is also a disparity between the performance of males and females in our school that must be addressed.	
	Instructional materials	--->		**2**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	Teachers report gaps in materials available for specific lessons. More resources are needed in terms of technology to share resources with students.	

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

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Typical School	Effective School	Evidence	Evaluation
Assessment	-->		**3**
• 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.	Data is in CIM and on Dashboard. Interims, and Common assessments are entered in CIM for data analysis. Weekly PM and quarterly teacher leader meetings analyze data to facilitate best practice. Data walls are created and posted in classroom from GradeBook Data. The weaknesses of our assessment cycle is that diagnostics are not regularly implemented and teachers need support on integrating formative assessments that support student learning and not used as end of class check-ins.	

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Typical School	Effective School	Evidence	Evaluation
Instruction		-->	**2**
• 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.	Objectives are clearly aligned but some teachers use low level of questioning. Student centered learning is not evident in all classes. The walkthroughs and observations show that on average each department's instruction is at a level 2 on CPS' Teaching for Learning Framework even though there are individual teachers performing at levels 3 and 4. In the areas of course clarity, students report that we are in the red. Even though 74% of students responded favorably on these items, only 1/3rd strongly agreed that they understood course outcomes and what they needed to do to be successful in classes.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**3**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	RTI's are a one size fits all; it'snot quite set up to diagnosed assessments or to identify particular skills gaps. However, the addition of more Advance Placement Courses, Freshman & Sphomore Success Teams, 21st Century, and Junior Boosts are Academies that are in full implementation and student growth is evident. The next steps for the school will be to create differentiated options that students can be steered into once a challenge is identified.	
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.	Weekly staff meetings are regular. Surveys and feedback are essential to monitoring and centering in on the professional developmental needs of the faculty. PDs are thematically connected to teachers' daily work and are designed in response to teacher evaluations, student data, classroom observations, and collegial discussions. On the 5 essentials survey, all of the indicators for professional development were in the green with the exception of one indicator in yellow (time to practice). This will be addressed through our plan to expand walkthroughs protocols next school year school year.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	***Grade-level and/or course teams***	-->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	Grade team meetings occur weekly. Curriculum maps and unit plans are required and evident in every discipline. CCSS training is every quarter. Project Management data meetings are weekly. Protocols are in place for key department and course team meetings around student performance. The school needs to build on the collaboration with specialists to make sure that we meet all students' needs.	
	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.	Currently, walkthroughs are only scheduled for once a quarter, and this does not nclude specific forms of coaching around CPS' Teaching & Learning Frameworks. We do have an instructional support coach for core content, but we need to adjust the use of common planning to integrate teacher observation and feedback.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture*	-->		**3**
	• 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	52% of our students enroll in college. Intensive post-secondary support w/scaffolding occurs for students in targeted programs or intensely in senior year with post-secondary coaches. Our 5 essential surveys do not show a strong relationship with students and the counseling department, and student responses on the 5 essentials survey place us in the yellow. Most notably, we were in the yellow on teacher expectations and support for planning even though there was a strong feeling that our curriculum is designed to help students be successful in college.	
	Relationships	-->		**2**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	Students reported relationships with the faculty are inconsistent. We scored low on the 5 essential measuremtnts of student teacher trust. We are working to improve this through grade level teams and increasing participation in student senate so student voices can be heard. We are also working to integrate student voice into other school committees. We currently have 4 student advocates that have a case load of over 400 students combined. These advocates are responsible for the weekly monitoring of the grades, attendance and discipline infractions of their respective students. We have 10 certified Knock At Midnight consultants amongst our staff. These consultants are responsible for coaching 2-3 colleagues iManaged Classroom techniques and performing	
	Behavior& Safety	--->		**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	For the entire 2010-2011 School Year we had a total of 450 discipline infractions. For the 2011-2012 School Year (with six weeks remaining), year-to-date we have experienced 340 discipline infractions. This represents a 110 incident decrease or(24%) from last year's total. Our most significant discrease has occurred with our level 4-6 discipline infractions going from 57 during the 2010-2011 school year to 28 this school year (2011-2012) thus far.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**2**
	• 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.	We scored in the yellow for Family Community relationships on the 5 Essentials Survey. Parents overall noted that there were attempts to reach out to them and share information about the school and students. Most notably parents felt that attempts by teachers to understand them could be improved. Next year, we will attempt to do this by creating an academic handbook and additional systematic communications to make sure that parents understand faculty decisions regarding their students.	
	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.	Teacher are required to keep call logs, actively use GradeBook to communicate to parents regarding student achievement and Student Logger to record or take notice of student infractions. Parents are also regularly contacted through robo-calls and letters home.	
	Bonding	-->		**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	Parent Nights are sparse. Our building is not as warm and accessible to parents as it should become. Parents are lost, at times, while navigating through our school. Entrances and exits are not clearly posted therefore parental accessiblity is limited. We scored in the yellow on the 5 Essentials Survey for parents who indicated that two way communications need to be improved. The school will be working on how to integrate parent feedback regularly into school processes.	

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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.	Our school has Freshman, Sohopmore, Junior Academies, SLC, 21st Centure, Homework Club, Knock at Midnight to meet the need of students who need specialized support either in the school or at home.	
College & Career Exploration and election	-->		**2**
• 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.	This is primarily done at the end of the junior year and intensively during the senior year. We recognize that post-secondary outreach must begin the freshman year, and we are working to create structures that address this.	
Academic Planning	-->		**3**
• 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.	All curriculum is aligned to the College Readiness Standards although there is a lack of rigor at certain levels of instruction. Our AP Program has completed expanded across all disciplines. We encourage all students to participate in AP courses, and our AP enrollment has increased over the last 3 years. We have also designed a freshman & junior writing course to help support students in participating in more rigorous coursework. We do need to address the need to help students explore careers and understand the skills needed in order to do this.	
Enrichment & Extracurricular Engagement	--->		**2**
• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	The school does offer 27 different extra-curricular activities, but these activities are voluntary, and there is no steering mechanism in place. The school has begun to establish academic clubs, which do target specific students based on classroom performance and	

(Left sidebar, rotated): **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 N	*College & Career Assessments*	--->		**2**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	Students are provided with information on college costs, options and financial aid through triannual FAFSA workshops for parents, Scholarship and college application completeion requirements, and college acceptance letters. The school is currently working to expand PSAT participation and has a goal to have a National Merit	
	College & Career Admissions and Affordability	--->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	Students are provided with information on college costs, options and financial aid through triannual FAFSA workshops for parents, Scholarship and college application completeion requirements, and college acceptance letters. We have also hired consultants to assist the school in making sure that our post-secondary processes are systematic and reach all students meaningfully.	
	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.	Transitions between key grades is provided through Freshman Connection, 21st Century, Junior Boost, Work Study Programs, and CTE Programs. We also have a Counselor per learning community who provides additional supports for students and their parents continually throughout the year.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	**Use of Discretionary Resources**	-->		**2**
	• 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.	The school also has continued to use a portion of discretionary resources to advisory time, which is specifically geared toward the assistance of students with post-secondary planning and ACT preparation; 11th grade students take part in a Princeton Review ACT preparation course. Dunbar as a SLC school is currently working alongside Chicago Public School's Office of College and Career Preparation in an effort to establish dual enrollment offerings.	
	Building a Team	-->		**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	Vacancies are anticipated through scheduling and teacher notification. Faculty members are actively encouraged to suggest candidates that meet school criteria and who will fit with the school culture. All interviewees participate in a standard interview protocol and are required to do a data protocol as part of the interviewing process. Teacher interviewers are integrated as often as is possible. Candidates who are hired are hired because they make it possible for the school to reach goals and provide an enhancement to the current faculty.	
	Use of Time	-->		**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	Student schedules are based on student course requests that are created in collaboration with counselors. Course offerings are designed early in the year to help students meet achievement goals and to boost engagement in school. Collaboration time is purposefully scheduled for all departments to have common meeting time. Currently, student interventions are done through pull-outs or after-school but next year, this will be done through the extended periods. Student remediation/enrichment is done systematically with written guidelines.	

Mission & Strategic Priorities

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

Mission Statement

The mission of Dunbar Vocational Career Academy High School is to provide exemplary academic and vocational programs designed to prepare well-rounded students for rigorous post-secondary educational experiences and the world of work. Our graduates will become leaders committed to improving the quality of life for all within their communities, societies, and the world!

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	The Instructional Leadership Team will create stronger methods for providing direct support to classroom teachers through coaching and targeting content specific strategies. In addition, the ILT will serve as the primary conduit for mapping the curriculum with the CCSS and supporting teachers with designing lessons plans that will align with the common core.	The ILT is very influential at our school and te teachers on this team are the greatest levers of change; therefore, the ILT will be developed in the areas of planning and preparing teachers, classroom environment, professional responisiblitites and instruction in oder to have an larger impact on instruction.
2	We will implement a literacy and numeracy strategy that will allow for the ongoing assessment of students reading levels and allow for differentiated learning environments for students based on their current ability.	Dunbar's EPAS data overtime indicates that students need additional assistance with reading and math. Only 33.3% of the students are identified within the proficiency range in Reading and Math, and there are over 41.4% identified as within range of proficiency. In order to reach profiency, they must master the necessary skills preparing them to meet the challenges embedded within the PSAE.
3	Positive Classroom/School Environments will be created to provide clear expectations supports, especially for students with multiple offenses, as well as through teacher and staff recommendations.	To strengthen adult/student relationships in the building, we need to address the consistency of classroom and school building practices. If we create common routines and processes, we create common expectations, establish responsibility, and this allows us to have a positive learning environment.

4	A redesign and implementation of the "Tardy Intervention Program" (TIP) aimed at reducing tardies to school and class, reducing cuts and increasing overall attendance will be incorporated to improved by tardy intervention and recovery programs.	Atendance has grown overtime from 69% in the last four years trending upward to 77% the past year and currently 79%. Our attendance is increasing, but we need to improve this area to make our work truly effective. Continuous monitoring will be done by attendance coordinators and also SLC lead teachers. Interventions will be put in place and implemented.
5		

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
The Instructional Leadership Team will create stronger methods for providing direct support to classroom teachers through coaching and targeting content specific strategies. In addition, the ILT will serve as the primary conduit for mapping the curriculum with the CCSS and supporting teachers with designing lessons plans that will align with the common core.	The ILT is very influential at our school and te teachers on this team are the greatest levers of change; therefore, the ILT will be developed in the areas of planning and preparing teachers, classroom environment, professional responisiblitites and instruction in oder to have an larger impact on instruction.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
At the end of the quarter, the ILT will identify what progress was made on the performance policy and define its' role in the next school year	ILT/ Teacher Teams	All	ILT	Quarter 4	Quarter 4		
The ILT will share its role and share an outline and calendar of its work with the teachers for the summer and school year	ILT/ Teacher Teams	All	ILT	Quarter 4	Quarter 4		
The ILT will attend CCSS summer leadership training and professional development around the implementation of CCSS alongside the TIA and providing coaching to teachers.	Professional Development	All	Principal	Summer 2012	Summer 2012		
The ILT will practice observation/coaching skills during the summer school classes.	Professional Development	All	Principal	Summer 2012	Summer 2012		
The ILT will meet and create a school year calendar for all dates related to the CCSS &TIA cycles, walkthroughs.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
The ILT will define protocols/documents for walkthroughs, observations, and giving feedback.	ILT/ Teacher Teams	All	ILT	Summer 2012	Summer 2012		
ILT will train course team leads in observation/walkthrough protocols and standard documents that will be used for the school year.	Professional Development	All	ILT	Summer 2012	Summer 2012		
ILT and course team leads will provide professional development to the faculty during the Teacher's Institute (Observation protocols, standard documents, and TIA Cycle)	Professional Development	All	ILT	Quarter 1	On-going		
ILT/Course Team leads will visit and monitor the use of protocols and standard documents in another course team or department at least twice per 5 week period	ILT/ Teacher Teams	All	ILT/Course Leads	Quarter 1	On-going		

Strategic Priority 1

Department Chairs will lead their departments through a walkthrough of another department at least once per quarter	Professional Development	All	ILT	Quarter 1	On-going		
Grade level teams will participate in peer observation of at least three other grade level teachers classrooms every 3 weeks	ILT/ Teacher Teams	All	Grade Level Leads	Quarter 1	On-going		
Grade level leads will conduct a TIA walkthrough every 5 weeks	ILT/ Teacher Teams	All	Grade Level Leads	Quarter 1	On-going		
ILT will participate in teacher leader meetings every per quarter	ILT/ Teacher Teams	All	ILT	On-going	On-going		
Every quarter, the ILT will present a progress report for each department, grade level, and overall school related to TIA and the Teaching Framework	Instruction	Not Applicable	ILT	Quarter 1	On-going		
Year 2 Focus: Team Building							

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
We will implement a literacy and numeracy strategy that will allow for the ongoing assessment of students reading levels and allow for differentiated learning environments for students based on their current ability.	Dunbar's EPAS data overtime indicates that students need additional assistance with reading and math. Only 33.3% of the students are identified within the proficiency range in Reading and Math, and there are over 41.4% identified as within range of proficiency. In order to reach profiency, they must master the necessary skills preparing them to meet the challenges embedded within the PSAE.

Action Plan & Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Review AVID Critical Reading Strategies with ILT and Grade Level leads	ILT/ Teacher Teams	Not Applicable	AVID Site Team	Quarter 4	Quarter 4		
Identify 6 possible readings that can be used for the TIA cycle that are related to the AVID Critical Reading Strategies	Other	Not Applicable	Assistant Principal/ILT	Quarter 4	Quarter 4		
Select and present the 4 readings for the 2012-13 school year TIA Cycle	Professional Development	Not Applicable	ILT	Quarter 4	Quarter 4		
Share the CPS Literacy/Numeracy Framework and curriculum requirements and make sure that the 1st semester maps are revised and ready to go prior to the start of the school year	ILT/ Teacher Teams	Not Applicable	ILT	Quarter 4	Summer 2012		
75% of the core curriculum faculty participates in summer planning around the common core and critical reading strategy integration	Professional Development	Not Applicable	Principal	Summer 2012	Summer 2012		
Select students for placement in Junior Acceleration classes: Reading and Math	Instruction	Other student group	Acceleration Lab Teachers	Quarter 4	Summer 2012		
Train 9th grade English and Social Science teachers and all SPED teachers on the use of Reading Plus	Professional Development	All	Assistant Principal	Summer 2012	Summer 2012		
Each course team reviews curriculum maps with interim exam results and Common Core and identifies specific reading/math materials to complement curriculum	ILT/ Teacher Teams	Not Applicable	Course Team Leads/Grade Level Leads	Quarter 4	On-going		
Establish a literacy team with librarian, teacher, and student participation	Other	All	Librarian	Quarter 3	On-going		
Host quarterly literacy/numeracy events for each grade level	Other	All	Librarian	Quarter 1	On-going		

2012-2014 Continuous Improvement Work Plan

Paul Laurence Dunbar Career Academy High School

Strategic Priority 2

Purchase library materials and supplies tied to curriculum units of the core curriculum classes	Supplies	All	Librarian	Summer 2012	Quarter 1		

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
Positive Classroom/School Environments will be created to provide clear expectations supports, especially for students with multiple offenses, as well as through teacher and staff recommendations.	To strengthen adult/student relationships in the building, we need to address the consistency of classroom and school building practices. If we create common routines and processes, we create common expectations, establish responsibility, and this allows us to have a positive learning environment.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
ILT including grade level leads will select protocols for common instructional activities (group work, Socratic seminar, etc.) and train the faculty	Instruction	All	ILT	Summer 2012	Summer 2012		
ILT will provide a handbook to students and parents outlining academic expectations, calendars, and classroom protocols	Parental Involvement	All	ILT	Summer 2012	On-going		
Expand the number of Social Skills consultants to attain a ratio of 1:4 to support the implementation of the program school wide to include at least two classroom observations.	Professional Development	Not Applicable	Culture of Calm Coordinator; ISS Consultant	Summer 2012	Quarter 4		
Each classroom teacher will align classroom expectations to school-wide expectations, Social Skills, CPS Student Code of Conduct, school discipline policies and procedures and restorative justice philosophy and practices and implement them in classrooms.	Other	All	Teachers; JSS Consultants	Summer 2012	Summer 2012		
Re-design and Implement an alternative to suspension program that is restorative and includes the following strategies; in-school suspension character development program, peace circles, restorative chats, peer mediation, peer jury, parent shadowing, Take Time-Out Room, parent conferences to be delivered by deans and student advocates	Other	Other student group	Assistant Principal/CoC Coordinator; Deans	Summer 2012	Quarter 4		

Strategic Priority 3

Re-design and implement a proactive system of student attendance interventions: Tardy Intervention Program, Detention Program, Attendance Recovery, Grade Level Call Teams, Teacher-Student Connections to be delivered by attendance staff and teachers	Other	Other student group	Attendance Clerk; Assistant Principal; CoC Coord; Teachers	Summer 2012	Quarter 4		
Design and implement a positive behavior reinforcement program that includes the following: Quarterly recognition assemblies for attendance and grades; Caught You Doing Something Good/MightyDollars program; Student of the Week/Month; advisory Recognitions; Positive Praise Wall.	Other	All	Assistant Principal / Culture of Calm Coordinator; Attendance Clerk	Summer 2012	Quarter 4		
Implement a Tier 2 Care Team Intervention to provide individualized support to students who are experiencing social-emotional issues.	Other	Other student group	Culture of Calm Coordinator; SLC Care Team Members	Quarter 1	Quarter 4		
Establish and sustain a school-based grade-level student advocacy program with advocates providing individual and small group support to students who are at risk academically, socially, and emotionally, as well as new and/or returning enrollees to the school.	Other	Other student group	Culture of Calm Coordinator; Student Advocates	Quarter 1	Quarter 4		
Establish partnerships with select community organizations with expertise in working with students who demonstrate high risk behaviors to establish and sustain mentoring and advocacy relationships with identified students.	Other	Other student group	Assistant Principal/Deans/ CoC Coordinator	Summer 2013	Quarter 4		
Implement a student senate program comprised of student representatives from each advisory to strengthen student leadership and provide a vehicle for student voice to be coordinated a sponsors.	Other	All	Deans; CoC Coordinator; Student Senate Sponsor	Quarter 1	Quarter 4		
Expand extra-curricular and co-curricular activities for students to develop student leadership skills, and strengthen social-emotional and academic skills under the leadership of sponsors.	Other	All	Deans; CoC Coordinator; Student Senate Sponsor	Quarter 1	Quarter 4		
Implement the "On-Track" Academy: program, including on-line learning support for select second and third year students who are off-track for graduation.	Other	Other student group	Assistant Principal/SLC Lead Teachers	Quarter 1	Quarter 4		

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
A redesign and implementation of the "Tardy Intervention Program" (TIP) aimed at reducing tardies to school and class, reducing cuts and increasing overall attendance will be incorporated to improved by tardy intervention and recovery programs.	Atendance has grown overtime from 69% in the last four years trending upward to 77% the past year and currently 79%. Our attendance is increasing, but we need to improve this area to make our work truly effective. Continuous monitoring will be done by attendance coordinators and also SLC lead teachers. Interventions will be put in place and implemented.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Redesign and implement the Tardy Intervention Program (TIP) aimed at reducing tardies to school and class, and reducing cuts.	Other	All	Attendance Coord; CoC Coordinator; Deans	Summer 2012	Summer 2012		
Implement an attendance recovery program for students who arrive to school after 1st period.	After School/ Extended Day	Other student group	Attendance Coord; CoC Coordinator; Deans	Summer 2012	Summer 2012		
Implement the Teacher-Student Connections Take Five program that requires each teacher to take ownership of at least five students who are enrolled in their classes whose attendance rate is less than 80% to monitor their attendance, contact (student and parent).	Other	Other student group	Assistant Principal/CoC Coordinator; Deans	Summer 2012	On-going		
Assigning Take Five Initiatives (linking student to one of their respective teachers	Other	Other student group	Assistant Principal/CoC Coordinator; Deans	Summer 2012	On-going		
Design and implement a positive behavior reinforcement program that includes the following: Quarterly recognition assemblies for attendance and grades; Caught You Doing Something Good/Mighty Dollars program; Student of the Week/Month; Division Recognitions; Positive Praise Wall.	Other	All	Attendance Clerk; Assistant Principal; CoC Coord; Teachers	Summer 2012	Quarter 3		
Establish and sustain a school-based grade-level student advocacy program for students whose attendance is below 70% to providing monitoring and individual support.	Other	Other student group	Attendance Clerk; Assistant Principal; CoC Coord; Teachers	Summer 2012	Quarter 3		

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

Action Plan   Monitoring

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