



Mission Statement

The mission of Richards Career Academy is to provide for our students a rigorous, standards-based, college and career focused education, combined with exemplary character development to foster academic achievement, preparation for post-secondary education, and to lay the foundation for life-long success.

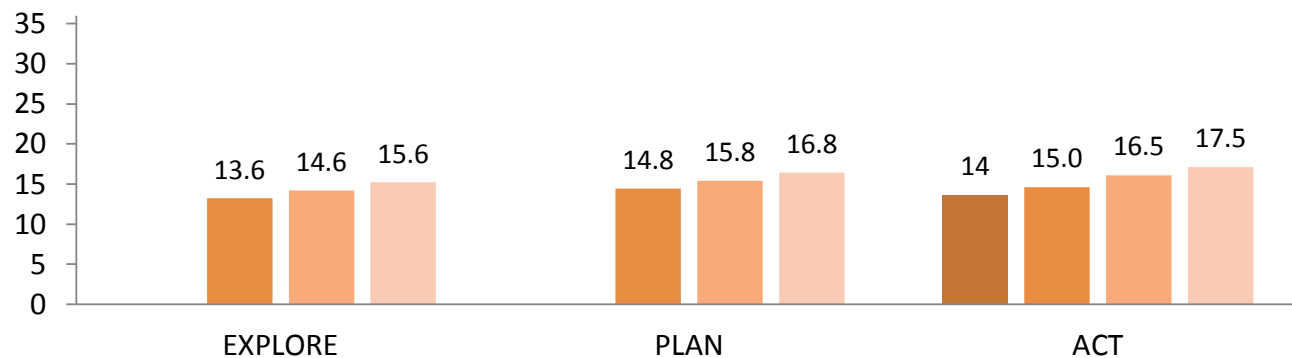
Strategic Priorities

1. Develop a data-driven culture throughout the school through aligned professional learning activities and coaching for administration, the ILT, departments, and individual teachers
2. Provide job-embedded professional development that aligns workshops, coaching, and professional learning communities, in order to implement rigorous standards-based instruction, with an emphasis on developing academic language, across the school (with a specific focus in the math and ELA classrooms)
3. Implement a comprehensive Positive School Culture system through a Positive School Culture team, professional development, and regular monitoring that begins with restorative justice, improves attendance, and increases communication among all stakeholders in order to foster a successful school environment
4. Integrate Career and Technical Education and general education through a series of tightly linked professional development and professional learning community activities to ensure schoolwide implementation of techniques to develop students' college and career readiness competencies and of integrated, project-based
5. Support teachers and administrators as the school utilizes the CPS Framework for Teaching as a vehicle for improving instruction. We will provide professional development, coaching, and have professional learning community meetings focused on the components of the Framework.

School Performance Goals

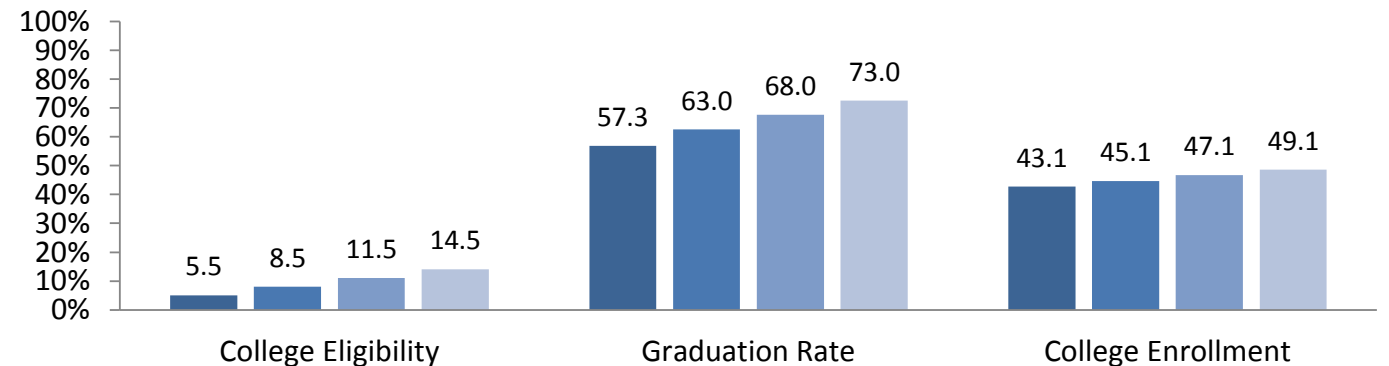
EPAS Goals

■ 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:	Ellen H Richards 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
Mary Dolan	Principal
Michael Czerniawski	Other
Fred Aguirre	Assistant Principal
James Clarke	Assistant Principal
Kellie Rechlicz	Other
Jeff Whitaker	Other
Maryanne Czerwinski	Counselor/Case Manager
Karyn Miller	LSC Member
Maureen Waters	Classroom Teacher
Sarah Gomez	Classroom Teacher

High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal	12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		12.6	13.6	14.6	15.6	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	5.5	8.5	11.5	14.5
10th Grade - PLAN Average PLAN score		13.8	14.8	15.8	16.8	5-Year Graduation Rate % of students who have graduated within 5 years	57.3	63.0	68.0	73.0
11th Grade - ACT Average ACT score	14.0	13.2	15.0	16.5	17.5	College Enrollment % of graduates enrolled in college	43.1	45.1	47.1	49.1

EPAS Growth

	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.2	2.2
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.7	1.7

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	90.6	90.0	91.0	92.0	Misconducts Rate of Misconducts (L4-6) per 100	17.3	23.5	20.0	17.0
Freshman On-Track % of Freshman Students on-track	63.5	70.0	72.0	74.0	Sophomore On-Track % of Sophomore students on track	70.7	80.0	81.0	82.0

High School Goal Setting

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	5.6	11.6	13.6	15.6	PSAE Reading % of students exceeding state standards	0.0	1.0	1.5	2.0
PSAE Mathematics % of students meeting or exceeding state standards	7.4	14.4	15.4	16.4	PSAE Mathematics % of students exceeding state standards	0.0	1.0	1.5	2.0
PSAE Science % of students meeting or exceeding state standards	2.8	5.6	6.6	7.6	PSAE Science % of students exceeding state standards	0.0	1.0	1.5	2.0

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<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. 	<p>The school has a clear school improvement plan built to exceed the SIG requirements of the USDOE and ISBE. This plan is based on research and successful experiences in like schools across the country. It was created after a robust needs analysis was conducted which included examining state and local achievement and non-instructional data; demographics and historical information; interviews with administration, teachers, students, parents, and community members; and classroom visits. Furthermore, the school has created and reviewed its action plan every week using a spotlight report that identifies specific action steps, owners, timelines, and evidence of completion. Despite all of the above, the</p>	
	Principal Leadership ----->			3
	<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. 	<p>Professional learning and improvement efforts are based on student and teacher needs. Professional development is conducted through whole-faculty and content-specific workshops, zero period sessions, coaching, and department meetings. All of those align with ILT and executive meetings, as well as individual meetings between teachers and administrators, coaches, and America's Choice staff. Each teacher goes through coaching cycles in which goals and action steps are identified based on student data and teacher need. Coaches, the AP for C&I, and America's Choice staff work with teachers individually and in departments to achieve those goals. Observations, meeting minutes, and coaching notes demonstrate these efforts. There are three tiers of academic and social/emotional support for students, and a referral process to get them the support they need. While extensive efforts have been made to communicate with stakeholders, it has not been successful enough.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			3
<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>Each teacher is actively encouraged to take a leadership role and to share practices and suggestions about improving the school and instruction. Most teachers are involved in teams or after-school activities, which are a part of teacher leadership. Unfortunately, only approximately half of the staff have taken on those responsibilities. For example, no math or ELA teacher agreed to be a part of the ILT in the second semester. As a result, a core group of teachers are working with administrators, coaches, and America's Choice staff to push implementation of the school improvement plan.</p>	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			
<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>The current ILT was assembled based on knowledge, expertise, enthusiasm, and leadership. Not all critical areas are represented. ILT membership had to change in the second semester because the previous members could not fulfill the duties enthusiastically or effectively. Therefore, this ILT is still growing as a leadership body. The ILT helps to plan the direction of improving teaching and learning within the framework of the SIG plan. This includes professional development, which is conducted by ILT members, coaches, and America's Choice staff. This ILT has led PD and created and implemented the peer observation process from the ground up. The ILT regularly analyzes data of a variety of types.</p>	3
Monitoring and adjusting ----->			
<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>Analyzing data is a regular occurrence at Richards. The ILT have scheduled reviews of data twice per month. Performance management meetings are held once every three weeks. Departments analyze data (including studying student work), and individual teachers analyze data with the AP for Curriculum and Instruction, coaches, and AC specialists, as well as individually. As a result of data analysis, schoolwide areas of focus change to maximize strengths and address needs. Supports for teachers and students are based on data. For example, the RTI referral process</p>	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			3
	<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>Teachers are in the developmental stage as far as course level year-long scope and sequence maps of CRS/CCSS curriculum maps. The AP for Curriculum and Instruction is coaching teachers to use RUBICON to assist them with standards-aligned UbD-like units of study in all classes. Though students are exposed to grade-appropriate complex and informational text according to their grade band, more work needs to be done to ensure that ELLs and Students with Disabilities have the same access.</p>	
	Instructional materials ----->			2
	<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>Materials developed for the Ramp Up classes are focused and standards-aligned. Most other classes are under construction. Teachers have chosen materials they prefer, based on past practice. As the Assistant Principal for Curriculum and Instruction continues the work of standards-aligned, UbD-like units of study, the supportive, rigorous texts will follow. Differentiated text for ELL and Students with Disabilities will be selected to support the general curriculum.</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 ----->			2
<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>School -wide data is available to teacher teams and is available for analysis within a week or two after the quarterly assessment, though the PSAE data is not as timely. The freshmen Ramp-Up classes have a systematic set of assessments and follow-up steps, the junior classes, though not as systematic, set benchmarks and complete formative and summative assessments with the goal of increasing success on the ACT and Work Keys tests. All students who are in ELL classes and Special Education classes receive accommodations and modifications as directed by their Individual Education Plans so that they are able to appropriately demonstrate their knowledge and skills.</p>	

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Typical School	Effective School	Evidence	Evaluation
<i>Instruction</i> ----->			2
<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>Though some teachers clearly communicate standards based learning objectives, directions and procedures, as well as the relevance of the learning, observations indicate that this is not uniform across all contents. Questioning tends to be at the lower levels of Blooms Taxonomy in the majority of classrooms while some teachers purposefully sequence and align standards-based objects to build toward mastery of the standards. This behavior is clearly demonstrated in honors and AP level classes. Again scaffolded instruction to insure that all ELL and students with disabilities have access to complex text is seen in a few classes, but not the majority.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			2
	<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>The school has begun to use a systematic approach to screening students to identify those in need of academic intervention beginning with the QRI given to 9th graders by the literacy coach early in the school year. The school gives quarterly assessments, the PSAE three times a year, and teachers give their own unit assessments, quarterly and semester exams. The school recognizes that teachers need more coaching and development to use the data from these assessments to personalize changes in the learning plan for individuals and small groups of students. The school does have Pearson Field specialists in literacy and math and literacy and math coaches who monitor teaching and help them make teaching adjustments based on assessments.</p>	
	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>Pearson, the school's SIG partner, and school administration work on a common calendar of Professional Development for all teachers throughout the year. PD is aligned to school-wide priorities and growth goals with monitoring provided through Growth Walks, REACH visits, and administration and coach visits. The school has provided a schedule that allows for daily Common Planning time so that departments, coaches, and administration can work together on job-embedded and relevant development.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<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. 	Teachers are given weekly content team sessions led by teacher leaders from the ILT team. The Work Group approach is taught by the Pearson Field Service people and long term planning is monitored by the AP for Curriculum and Instruction. Teachers are expected to complete 3-4 Work Group sets that include	
	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. 	The school provides weekly professional development for all teachers and tailored development by literacy and math coaches as well as coaching from the Pearson Field Service people and the school administrators. Teachers receive individual feedback following classroom visits not only from the above individuals, but also from their peer teachers. New teachers are given opportunity for individual development at this school and they are encouraged to attend the district sessions offered each month.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<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>The school replaced the Post Secondary Coach with a team of Counselor, Literacy Coach, and Asst. Principal following the district decision to stop paying for the Post Secondary Coach's salary. The new team started an after school club that meets once a week, meets with all Senior English classes once a week to work on FASFA and college expectations, and is developing a stronger plan based on the success of a sister-school's plan and the help of that coach. The Freshman Counselor is additionally working on activities on What's Next Illinois with that class and has plans for college visits with all grade levels at least once throughout the school year.</p>	
	Relationships ----->			2
	<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>According to the My Voice, My School survey students find some of their teachers care about their success but not the majority. There are problems with the development of culture, though the addition of a Social -Emotional program has been received well by the 25% of students who participate in those services. 70% of the students are Latino and our highest success rate of AP students comes from that group.</p>	
Behavior & Safety ----->			2	
	<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>The school has a new dean and Restorative Justice ISS room but the rate of Level4-6 misconducts trends higher than the previous year. More work needs to be done to develop a positive school culture.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			2
	<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 added a website, hired several Spanish-Speaking community liaisons, and invited parents to attend grade level meetings and open house events. However, parents are still not attending in high numbers (37% were at the last Report Card Pick Up). More work needs to be done to get parents to come to school so that teachers and administrators can give clear information about achievement expectations and examples of standards learning.	
	Ongoing communication ----->			2
	<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. 	Technology (Gradebook and the Richards Website) has helped with parent communication, but language and the lack of home computers is still a barrier for the majority of parents.	
	Bonding ----->			2
	<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. 	The school has the atmosphere of safety in a very unsafe neighborhood. School safety team consists of CPD officers, civilian and off-duty police officers and the Safe Passage Team. Parents and students are intimidated by the street danger, according to survey, and it is difficult to have community attend events after school hours for this reason.	

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 ----->			3
	<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. 	The school has added AKAM (A Knock at Midnight) truancy service to go to homes of students not attending to encourage their parents to send them to school. The Social - Emotional team of social workers and psychologists make visits to homes to support parents and students to get the services they need to come to school and be successful. Parenting services are available with a	
	College & Career Exploration and election ----->			3
	<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. 	A Post secondary counselor, or a team of College and Career supports is available to students from the time they are freshmen until they graduate.	
Academic Planning ----->			3	
<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. 	All students receive support for college and career planning and since all students are in a career cluster they receive specific hard and soft skill training. Students all have a counselor and an Advisory teacher who checks in weekly to address their specific needs. Counselors and administrators meet with all students in small groups or individually to evaluate for a rigorous course-taking and performance plan and help remove any barriers to their success.		
Enrichment & Extracurricular Engagement ----->			3	
<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. 	The school offers a variety of after school activities ranging from credit recovery to enrichment to team and individual sports; all designed to build and nurture student talents and interests.		

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 ----->			3
	<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>Students are encouraged to participate in college and career ready assessments, like test prep for the ACT and taking the COMPASS test for college entry.</p>	
	College & Career Admissions and Affordability ----->			3
	<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>The college and career team meets with parents each quarter of the year to inform them about college options and costs and provides a matrix with information on the grades, test scores, and money for local, state, and private options following high school.</p>	
Transitions ----->			2	
	<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>The school offers students connections to groups like TRIO to help them with the process of applying and going to college and making a successful transition from high school to college. The school has more work to do to convince all students of the value of going to college.</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 ----->			3
	<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. 	The school has done an outstanding job of applying for and receiving grants, like the SIG grant and the CTE grant, that have brought funding to the school for academic improvement, social-emotional services and the expansion of the Career and Tech Ed clusters. However, since the students of Richards received the lowest amount of scholarship money in our Network, that is a goal area for this year...to significantly improve those dollars by at least 10% more.	
	Building a Team ----->			2
	<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. 	The SIG grant made it possible to hire a number of teachers and social-emotional service providers, but the long range plan is not in place. Budget becomes an issue when the attendance numbers go down and the life of the grants come to an end. Teams need to be built now in order to plan for the transition in 2013-14 when the SIG grant will end.	
	Use of Time ----->			2

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
<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>The longer school day needs to be redesigned. The plan prior to the end of the school year 2011-12 was to add a whole period to the day. Since teachers were not paid for an extra period only a few minutes were added to each period. There are interventions before and after school, but that is no different than when the day was shorter. A new plan needs to be designed to make up for the last minute changes that contractually were made at the end of the summer of 2012.</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 mission of Richards Career Academy is to provide for our students a rigorous, standards-based, college and career focused education, combined with exemplary character development to foster academic achievement, preparation for post-secondary education, and to lay the foundation for life-long success.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Develop a data-driven culture throughout the school through aligned professional learning activities and coaching for administration, the ILT, departments, and individual teachers	As demonstrated by our low core passing rates and historically poor PSAE and EPAS scores, we need to ensure that instruction truly builds on student strengths and addresses student needs. The administration and the ILT have become immersed in gathering and using data, but the school at large is not currently at the point where decisions are regularly based on data. In order to make that a reality, the school needs to build a true culture of utilizing data to impact instruction and learning outcomes.
2	Provide job-embedded professional development that aligns workshops, coaching, and professional learning communities, in order to implement rigorous standards-based instruction, with an emphasis on developing academic language, across the school (with a specific focus in the math and ELA classrooms)	Observations and discussions have shown that instruction in most classrooms is not rigorous enough to close the achievement gap of our students. This is further supported by data over the last five years which have shown low test scores, poor core passing rates, and below-grade level literacy rates (as measured by the Qualitative Reading Inventory). A focus on standards to drive instruction will result in more challenging and fruitful instruction for all students. Furthermore, an emphasis on academic language will develop students' vocabulary and the abilities to communicate in an academic manner, supporting assertions with evidence, considering other points of view, and using solid logic in their thinking.
3	Implement a comprehensive Positive School Culture system through a Positive School Culture team, professional development, and regular monitoring that begins with restorative justice, improves attendance, and increases communication among all stakeholders in order to foster a successful school environment	As illustrated by data from the school, Network, and OSI, Richards needs to focus on culture and climate to increase engagement and reduce unacceptable levels of tardiness, truancy, and discipline referrals. While there has been success this school year in Tiers 2 and 3, the school must turn its attention towards enhancing Tier 1 results. By improving the culture and climate, the entire school community will be able to increase student achievement in academics and social emotional learning.

4	<p>Integrate Career and Technical Education and general education through a series of tightly linked professional development and professional learning community activities to ensure schoolwide implementation of techniques to develop students' college and career readiness competencies and of integrated, project-based learning</p>	<p>The school will officially become a Career and Technical Education Academy next year. In addition, the results from the Engage assessment and the Strengths and Difficulties Questionnaire (both administered by the school) suggest that our students do not have the skills to be truly academically focused. Teacher, student, and parent testimonies support this conclusion. College and Career Readiness Competencies strengthen students' capacity for self-directed, independent learning. They align with the concept of building executive function and higher-order thinking. These are the competencies that allow people to be self-managing and tackle complex tasks, alone or in collaboration with others, without the need for constant direction. Furthermore, these skills are needed across all post-secondary activities, making them ideal as a vehicle for integration of CTE and general education.</p>
5	<p>Support teachers and administrators as the school utilizes the CPS Framework for Teaching as a vehicle for improving instruction. We will provide professional development, coaching, and have professional learning community meetings focused on the components of the Framework.</p>	<p>Our test scores, observations, and discussions all show that we need to improve instruction across the school. The CPS Framework for Teaching provides a universal rubric that can guide teachers' attempts to grow professionally. In order to fully utilize the Framework, we must build a culture of professional inquiry which encourages self-reflection and promotes rich conversations about teaching practice.</p>

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
Develop a data-driven culture throughout the school through aligned professional learning activities and coaching for administration, the ILT, departments, and individual teachers	As demonstrated by our low core passing rates and historically poor PSAE and EPAS scores, we need to ensure that instruction truly builds on student strengths and addresses student needs. The administration and the ILT have become immersed in gathering and using data, but the school at large is not currently at the point where decisions are regularly based on data. In order to make that a reality, the school needs to build a true culture of

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Monthly professional development for the ILT on building a data culture in the school	Professional Development	All	America's Choice/Administration	Quarter 1	On-going		
Monthly professional development for teachers conducted by ILT members on building a data culture in the school	Professional Development	All	ILT members	Quarter 1	On-going		
ILT retreat before school begins to lay the foundation for the new school improvement efforts related to building a data culture	ILT/ Teacher Teams	All	America's Choice/Administration	Summer 2012	Summer 2012		
Guided practice sessions (which include focus walks) each month in which the ILT applies learning from professional development sessions using specific protocols	ILT/ Teacher Teams	All	America's Choice/Administration	Quarter 1	On-going		
Guided practice sessions each month in which departments apply learning from professional development sessions using specific protocols. These sessions will include peer observations.	ILT/ Teacher Teams	All	ILT members	Quarter 1	On-going		
Monthly implementation meetings during which the ILT analyzes evidence of progress towards full implementation of the data culture plan	Instruction	All	America's Choice/Administration	Quarter 1	On-going		
Conduct quarterly progress monitoring meetings in which the ILT analyzes evidence of progress towards full implementation of the data culture plan and also strategizes to create action steps for the upcoming quarter	ILT/ Teacher Teams	All	America's Choice/Administration	Quarter 1	On-going		
On-going coaching for teachers in gathering and using data in to ensure that individual teachers are utilizing techniques learned in monthly professional development sessions	Instruction	All	Building coaches and America's Choice specialists	Quarter 1	On-going		

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
Provide job-embedded professional development that aligns workshops, coaching, and professional learning communities, in order to implement rigorous standards-based instruction, with an emphasis on developing academic language, across the school (with a specific focus in the math and ELA classrooms)	Observations and discussions have shown that instruction in most classrooms is not rigorous enough to close the achievement gap of our students. This is further supported by data over the last five years which have shown low test scores, poor core passing rates, and below-grade level literacy rates (as measured by the Qualitative Reading Inventory). A focus on standards to drive instruction will result in more challenging and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development before the school year begins for teachers about standards-based instruction	Professional Development	All	America's Choice	Summer 2012	Summer 2012		
All teaching faculty (other than English and math) organized into job-alike workgroups that provide stable settings for focusing on development of practice around academic language	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012		
Minimum of 12 Workgroup meetings per Department Workgroup to collaborate on incorporating academic language strategies into teaching and learning through cycles of planning, practice, and reflection on practice	Instruction	All	Workgroup facilitators (teachers)	Quarter 1	On-going		
Monthly implementation meetings during which the ILT analyzes evidence of progress towards full implementation of the teaching of academic language	Instruction	All	America's Choice/Administration	Quarter 1	On-going		
Conduct quarterly progress monitoring meetings in which the ILT analyzes evidence of progress towards full implementation of the teaching of academic language and also strategizes to create action steps for the upcoming quarter	ILT/ Teacher Teams	All	America's Choice/Administration	Quarter 1	On-going		
On-going coaching and monitoring to ensure that individual teachers are utilizing academic language techniques learned in workgroups	Instruction	All	Building coaches and America's Choice specialists	Quarter 1	On-going		
On-going work with Network Instructional School Leader to ensure the school implements Network CCSS initiatives, beginning with the summer ILT training	Instruction	All	Building coaches and America's Choice specialists	Summer 2012	On-going		

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 a comprehensive Positive School Culture system through a Positive School Culture team, professional development, and regular monitoring that begins with restorative justice, improves attendance, and increases communication among all stakeholders in order to foster a successful school environment	As illustrated by data from the school, Network, and OSI, Richards needs to focus on culture and climate to increase engagement and reduce unacceptable levels of tardiness, truancy, and discipline referrals. While there has been success this school year in Tiers 2 and 3, the school must turn its attention towards enhancing Tier 1 results. By improving the culture and climate, the entire school community will be able to increase student

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development before the school year begins for teachers about restorative justice and Tier 1 culture and climate practices using Foundations, among other organizations	Professional Development	All	Positive School Culture team/Administration	Summer 2012	Summer 2012		
Establish a Positive School Culture workgroup that provide stable settings for focusing on development of practice around restorative justice, communication, and attendance	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012		
Hire a Positive School Culture Facilitator to lead restorative justice efforts, communications, and community outreach	Staffing	All	Administration	Summer 2012	Quarter 1		
Minimum of 12 Workgroup meetings to collaborate on incorporate strategies into teaching and learning through cycles of planning, practice, and reflection on practice	Instruction	All	Positive School Culture Facilitator	Quarter 1	On-going		
Conduct quarterly progress monitoring meetings in which the ILT analyzes evidence of progress towards full implementation of the teaching of academic language and also strategizes to create action steps for the upcoming quarter	ILT/ Teacher Teams	All	America's Choice/Administration	Quarter 1	On-going		
On-going coaching and monitoring to ensure that individual teachers are utilizing positive school culture techniques learned in professional development	Instruction	All	Positive School Culture team/Administration	Quarter 1	On-going		
AC staff and Dean attend Engagement Workgroup meetings and/or provides feedback and planning assistance to Positive School Culture Facilitator	Instruction	All	Dean and America's Choice specialists	Quarter 1	On-going		
On-going work with Network Instructional School Leader to ensure the school implements related Network initiatives	Instruction	All	Positive School Culture Facilitator and America's Choice	Summer 2012	On-going		

Strategic Priority 4

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

Strategic Priority Description	Rationale
Integrate Career and Technical Education and general education through a series of tightly linked professional development and professional learning community activities to ensure schoolwide implementation of techniques to develop students' college and career readiness competencies and of integrated, project-based learning	The school will officially become a Career and Technical Education Academy next year. In addition, the results from the Engage assessment and the Strengths and Difficulties Questionnaire (both administered by the school) suggest that our students do not have the skills to be truly academically focused. Teacher, student, and parent testimonies support this conclusion. College and Career Readiness Competencies strengthen students' capacity

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional development before the school year begins for teachers about college and career readiness competencies (CCRC)	Professional Development	All	America's Choice	Summer 2012	Summer 2012		
All teaching faculty (other than English and math) organized into job-alike workgroups that provide stable settings for focusing on development of practice around CCRC.	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012		
Establish workgroups that link CTE academies with specific general education teachers for the purposes of creating integrated, project-based units	Instruction	All	Workgroup facilitators (teachers)	Quarter 1	On-going		
A minimum of 12 workgroup meetings per Department Workgroup to collaborate on incorporating CCRC into teaching and learning through cycles of planning, practice, and reflection on practice	Instruction	All	Workgroup facilitators (teachers)	Quarter 1	On-going		
Monthly implementation meetings during which the ILT analyzes evidence of progress towards full implementation of the teaching of CCRC and the use of integrated, project-based units	Instruction	All	America's Choice/Administration	Quarter 1	On-going		
Conduct quarterly progress monitoring meetings in which the ILT analyzes evidence of progress towards full implementation of the teaching of CCRC and also strategizes to create action steps for the upcoming quarter	ILT/ Teacher Teams	All	America's Choice/Administration	Quarter 1	On-going		
On-going coaching and monitoring to ensure that individual teachers are utilizing CCRC techniques learned in workgroups	Instruction	All	Building coaches and America's Choice specialists	Quarter 1	On-going		
AC staff and coaches attend workgroup meetings and/or provides feedback and planning assistance to workgroup facilitator(s)	Instruction	All	Building coaches and America's Choice specialists	Quarter 1	On-going		
Establish a CTE committee made up of CTE and general education teachers that meets monthly to ensure the school implements all CTE requirements	Instruction	All	Building coaches and CTE committee	Summer 2012	On-going		

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
Support teachers and administrators as the school utilizes the CPS Framework for Teaching as a vehicle for improving instruction. We will provide professional development, coaching, and have professional learning community meetings focused on the components of the Framework.	Our test scores, observations, and discussions all show that we need to improve instruction across the school. The CPS Framework for Teaching provides a universal rubric that can guide teachers' attempts to grow professionally. In order to fully utilize the Framework, we must build a culture of professional inquiry which encourages self-reflection and promotes rich conversations about teaching practice.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Create a document that aligns all other priorities to the Framework so that the entire staff can see how the work of school improvement is both interrelated and pertinent to their own job performance	Instruction	Not Applicable	Administration, coaches and America's Choice specialists	Summer 2012	Summer 2012		
Work with each teacher to create individual growth plans, setting objectives for improvement using the Framework	Professional Development	Not Applicable	Administration, coaches and America's Choice specialists	Quarter 1	On-going		
On-going coaching to ensure that teachers are meeting objectives set in individual growth plans	Professional Development	Not Applicable	Administration, coaches and America's Choice specialists	Quarter 1	On-going		
Conduct progress monitoring meetings twice per quarter in which coaches and administrators work with teachers to analyze evidence of progress towards objectives set in individual growth plans	Professional Development	Not Applicable	Administration, coaches and America's Choice specialists	Quarter 1	On-going		
Set up a committee of teachers to advise the administration on the best ways to support teachers in using the Framework and act as mentor teachers	Professional Development	Not Applicable	Administration, coaches and America's Choice specialists	Quarter 1	On-going		



Strategic Priority 5
