

## RICHARDS HS



Official School Name
Ellen H Richards Career Academy High School

Address
5009 S Laffin St
Chicago, Illinois 60609

## Geographic Area - McKinley Park

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
371	864	43%		

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	9-12	Level 2	Underutilized	

### Mission Statement as of May 2013

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.

### School Priorities as of May 2013

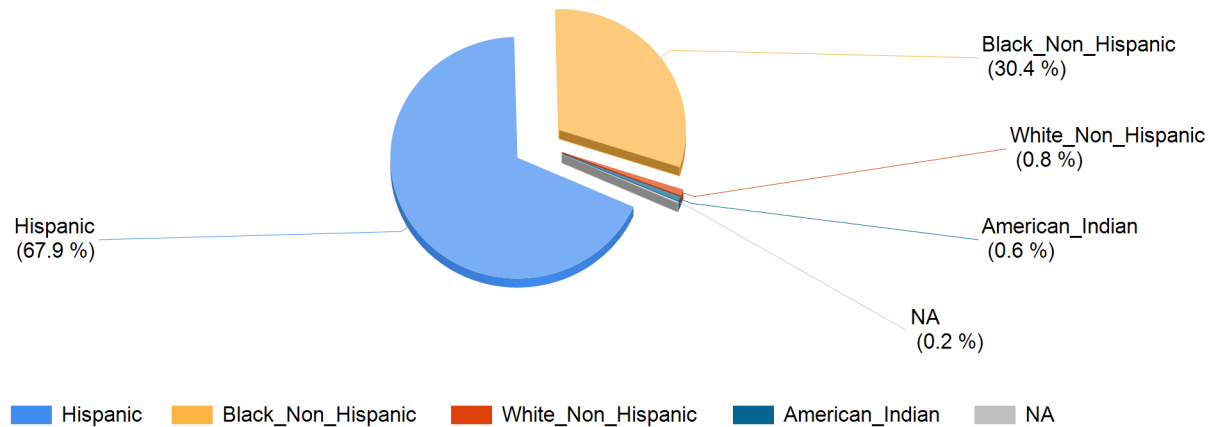
Description	Rationale
Develop a data-driven culture throughout the school through aligned professional learning activities and coaching for administration, the ILT, departments, and individual teachers	As demonstrated by our low core passing rates and historically poor PSAE and EPAS scores, we need to 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 utilizing data to impact instruction and learning outcomes.
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.
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.

<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>
<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>

## Programs & Services

<b>Advanced Placement Courses</b>	English Literature & Composition, US History, Statistics, Spanish Language
<b>CTE: Citywide</b>	No
<b>CTE: Other</b>	College & Career Readiness
<b>CTE: Traditional Academy</b>	Business & Finance, Culinary Arts, Law and Public Safety Academy
<b>CTE: Traditional Program</b>	Accounting, Culinary Arts, Law and Public Safety Academy
<b>Health and Wellness</b>	Crisis Intervention Services
<b>IB Wall-to-Wall/Programme</b>	No
<b>Parent and Community</b>	Health and Wellness Workshops/Programs
<b>Scholastic</b>	Summer School, Supplemental Educational Services (SES) Tutoring
<b>School-wide Programs and Models</b>	Advancement Via Individual Determination (AVID), Business & Finance, Culinary, Law and Public Safety, Supplemental Educational Services (SES) Tutoring
<b>Selective Enrollment/Gifted Program</b>	No
<b>Service Leadership</b>	No
<b>Sports and Fitness</b>	Boys' Baseball, Boys' Basketball, Boys' Bowling, Boys' Soccer, Boys' Softball, Boys' Volleyball, Chess, Girls' Baseball, Girls' Basketball, Girls' Bowling, Girls' Soccer, Girls' Volleyball, Wrestling
<b>Supports And Resources</b>	The Ellen H. Richards Career Academy is a neighborhood school recognized for its career clusters, AP classes, extracurricular programs and business and university partnerships. Career clusters are accounting / entrepreneurship, culinary arts, law & public safety, and AVID. The partnership with University of Chicago includes the Upward Bound opportunity.
<b>Theme Based Magnet</b>	No

**% of students by race/ethnicity**



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
17.40	13.63	99.16	2.31	25.3	65.8	N/A

General Information	
School Level	HS
Geographic Network	Southwest Side High School Network
Geographic Area	McKinley Park
School Type	District

Building(s) Inventory	
Total Campus Area (S.F.)	102,867
Year Constructed (MAIN)	1907
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	49305
ADDITION_1	11011
ADDITION_2	24118
MAIN_ATHLETIC	18433

Schools Co-Located on Campus
<b>School Name</b>

Campus-wide Air Conditioning	
A/C Level	Partial
Partial A/C: Campuses have air conditioning in some classrooms, but not all. In some cases, new annexes have been built with air conditioning. In other cases, some classrooms can support window units while others cannot.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2013	
		<b>Facility Systems Assessed (by Phase)</b>
	\$1,633,466.12	<i>Exterior</i>
	\$2,313,569.83	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$1,422,942.95	<i>Interiors</i>
	\$100,989.46	<i>Site</i>
<b>Total Campus Need</b>	<b>\$5,470,968.36</b>	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Renovation
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	YES
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	YES
LIBRARY	YES
SCIENCE	YES
PLAYGROUND	

### Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	0	0	0	0	0	0	0	0	0	206	104	95	69		474
2007	0	0	0	0	0	0	0	0	0	0	278	133	78	75		564
2008	0	0	0	0	0	0	0	0	0	0	199	220	111	64		594
2009	0										214	169	135	77		595
2010	0	0	0	0	0	0	0	0	0	0	208	152	133	107		600
2011	0	0	0	0	0	0	0	0	0	0	130	188	119	110		547
2012	0	0	0	0	0	0	0	0	0	0	137	112	119	105		473
2013	0	0	0	0	0	0	0	0	0	0	102	123	80	74	47	426

### Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	0	0	0	0	0	0	0	0	0	118	95	88	75	0	423
2015	0	0	0	0	0	0	0	0	0	0	110	110	70	82	0	419
2016	0	0	0	0	0	0	0	0	0	0	110	102	79	65	0	403
2017	0	0	0	0	0	0	0	0	0	0	113	102	74	74	0	410
2018	0	0	0	0	0	0	0	0	0	0	111	105	74	69	0	406
2019	0	0	0	0	0	0	0	0	0	0	111	103	76	69	0	406
2020	0	0	0	0	0	0	0	0	0	0	111	103	75	71	0	407
2021	0	0	0	0	0	0	0	0	0	0	111	103	75	70	0	406
2022	0	0	0	0	0	0	0	0	0	0	111	103	75	70	0	406
2023	0	0	0	0	0	0	0	0	0	0	111	103	75	70	0	406