



2012-2014 Continuous Improvement Work Plan

Northside Learning Center High School

North-Northwest Side High School Network

3730 W Bryn Mawr Ave Chicago, IL 60659

ISBE ID: 150162990253743

School ID: 609744

Oracle ID: 49021



Mission Statement

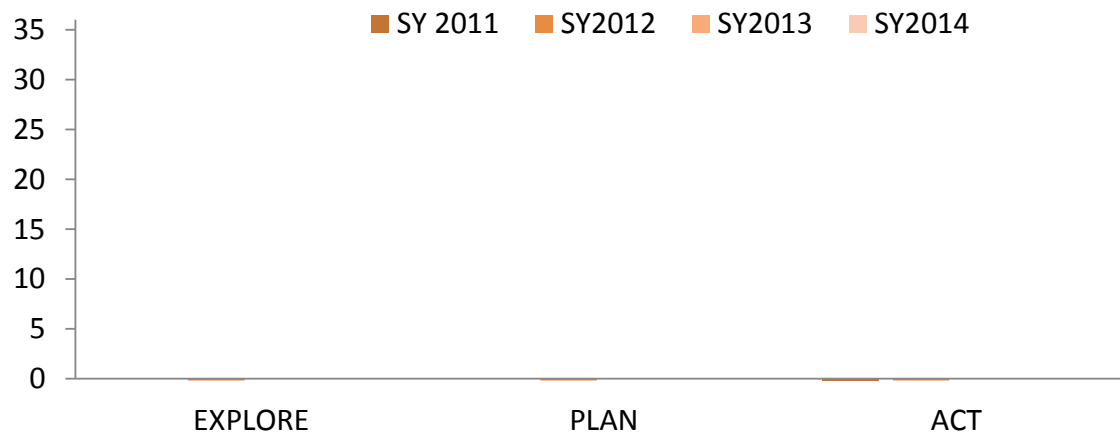
Northside Learning Center is committed to meeting the academic, vocational, life skills and social-emotional needs of every student by providing a community-based curriculum within natural environments which is their least restrictive environment. Our students practice and develop skills that promote independence and self-determination preparing them to live, work, and positively impact their communities. We believe that professional development, parental support and community partnerships are essential to sustain our vision.

Strategic Priorities

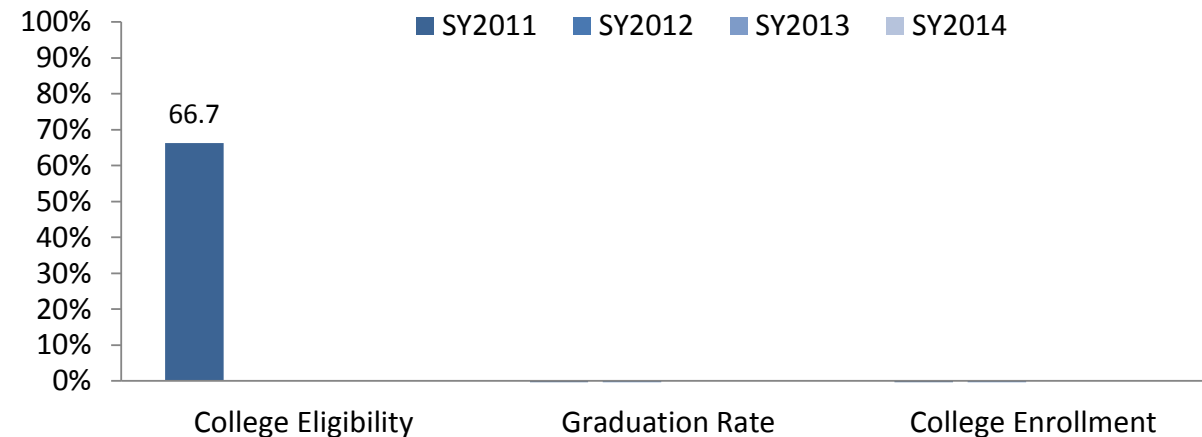
1. Provide quality special education services which comply with the IDEA and includes improving academics, functional skills and robust transition services.
2. Provide rigorous instruction that is both systematic and evidence-based for teaching students with significant cognitive disabilities.
3. Provide instruction in the practical use of technologies that will enhance the communication skills, mobility, comprehension of our students.

School Performance Goals

EPAS Goals



12th Grade & Graduation Goals





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:	Northside Learning Center 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
Duane A. Pitts Sr.	Principal
Karren Ray	Assistant Principal
Athanasia Alexander	Lead/ Resource Teacher
Susan Greer	Special Education Faculty
Lynn Banasik	LSC Member
Estella Woodson	Lead/ Resource Teacher
Linda TroyaGuillen	ELL Teacher
Mary Mendoza	Special Education Faculty
Franklin Clark	Special Education Faculty
Nelida Gonzalez	Special Education Faculty
Rachel Perry	Special Education Faculty
Elizabeth Matschke Marissa Kaelter	Special Education Faculty



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		NDA	NDA			College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	66.7			
10th Grade - PLAN Average PLAN score		NDA	NDA			5-Year Graduation Rate % of students who have graduated within 5 years	0.0	0.0		
11th Grade - ACT Average ACT score	NDA	NDA	NDA			College Enrollment % of graduates enrolled in college	NDA	NDA		

EPAS Growth

	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	#VALUE!	0.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	#VALUE!	0.0

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	89.8	94.0	95.0	96.0	Misconducts Rate of Misconducts (L4-6) per 100	5.3	5.0	4.5	4.0
Freshman On-Track % of Freshman Students on-track	NDA				Sophomore On-Track % of Sophomore students on track	NDA			



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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	NDA					PSAE Reading % of students exceeding state standards	NDA			
PSAE Mathematics % of students meeting or exceeding state standards	NDA					PSAE Mathematics % of students exceeding state standards	NDA			
PSAE Science % of students meeting or exceeding state standards	NDA					PSAE Science % of students exceeding state standards	NDA			

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 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. 	<ul style="list-style-type: none"> Northside Learning Center uses a set of rubrics which allows the visual monitoring of students growth. Clear SMART goals are established within the students IEP's and are implemented. Transition goals are also focused on career readiness and monitored on a quarterly basis. Northside Learning Center utilizes community based instruction as the inclusive model for appropriate integration of our students with moderate cognitive impairments. Northside Learning Center has established a plan that offers an 8 year curriculum for students with moderate cognitive impairment which includes a strong transition program and community based instruction. 	
	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. 	<ul style="list-style-type: none"> Principal has created professional development opportunities for teacher and paraprofessional growth in content knowledge and leadership. It has been useful and well-organized. Principal motivates each staff member to practice best research based strategies to deliver quality instruction. Clear and specific goals are set by administration to promote each staff member to identify continuous improvement and determine ways to obtain it throughout the school year. Principal establishes a culture of calm which allows for instructional practices to be maximized within the classrooms. Principal encourages and nurtures external partnerships with community resources and businesses. These connections support our vision that students will develop academic, life skills, and independent living skills which will prepare them to live, work, and participate in the communities in which they live. There is also an open atmosphere for parents. There are limited measures in place to show and evaluate student growth 	

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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 	<ul style="list-style-type: none"> • Need to separate ILT from Team Coordinators • Full School Day Committee • PBIS • Large percent of staff involved in extra curricular and enrichment activities - After School Matters, Special Olympics, Best Buddies • Union Representative • Counselor as family liaison • Teachers sponsor clubs for students • CWIP Team • Teachers attend Professional Development and present information to staff • Meeting structure facilitates all staff a voice to share concerns and initiatives • Staff sets up, executes and participates in rigorous fund raising efforts to support school related and extracurricular activities • Staff rigorously pursues community based partnerships and sustains ongoing relationships 	

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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 	<ul style="list-style-type: none"> The ILT Team organized and led instructional rounds would be more effective if the ILT was separated from Team Coordinators which is the plan for 2012 school year The ILT has attended Network training and brought back information to staff (instructional leadership rounds) Small staff teams facilitates better communication and input for the ILT Regular team meetings analyze assessment practices 	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. 	<ul style="list-style-type: none"> Data are shared and discussed in weekly staff meetings Data are also shared in weekly team meetings Data is utilized to assist in making decisions addressing student needs, student behavior, and academic progress. 	3

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	Curriculum ----->			2
	<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. 	<ul style="list-style-type: none"> Standards have been aligned to Hawthorne Adaptive Skills Staff has received professional development on the CCSS CCSS have been utilized by teachers this year in lesson planning Community based Instruction classes are aligned to post-secondary outcomes and College and Career Readiness Standards appropriate for NLC Students Plans to add to and further develop a more comprehensive course catalog with alignment to current new research on College and Career Readiness for Students with Significant Cognitive Disabilities Further development of scope and sequence of core areas of transition and post-secondary outcomes Concrete outcomes need to be determined for what students will graduate NLC knowing. Courses need to have tighter alignment to outcomes/standards. 	
	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). 	<ul style="list-style-type: none"> Northside Learning Center utilizes real life instructional materials and provides access to the general education curriculum standards through current technologies including Smart Boards, Boardmaker, video presentations, on line tutorials, Computers. Teachers receive training in new technologies to support adapting curriculum to the needs of our students. Community Based Instruction requires materials in the real world and adapted as such with two focuses – vocational skills and living skills. Vocational skills utilize materials such as but not limited to gloves, masks, clothes, cleaning materials, smocks in areas of recycling, plant care, bike maintenance, computer maintenance, Living skills – students are provided real time access through ongoing instruction in accessing community stores, laundry, recreation, settings related to personal interest i.e. project based learning experiences Teachers have materials in the classroom that are more traditional in nature such as Science and Math kits, words walls, books and magazines. 	

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 ----->			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. 	<ul style="list-style-type: none"> No specific standardized test geared toward student with cognitive disabilities, HOWEVER: Teachers develop rubrics and checklists for progress monitoring and ongoing assessment aligned to community-based instruction as well as academic classes. Hawthorne is given 3 times across the years students attend Northside Learning Center. IAA assessment is given the fourth year of attendance at NLC. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			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. 	<ul style="list-style-type: none"> •Community-Based Instruction classes require teachers to adapt instruction for individual needs. •Instruction is individualized with scaffolding to address the supports each student needs • Teachers phrase and rephrase, teach and re-teach until concepts are understood by students to the best of his/her ability •Instruction is driven by student assessments (i.e. Hawthorne Scales of Adaptive Behavior , IAA, Interest Inventories and Transition Planning Inventory) • All assessments are related to academic, independent living, vocational, and self advocacy. • Teachers have been given professional development on alignment of Common Core Standards and NLC community-based instructional, vocational and independent living skills curriculum courses. •Student Instruction is aligned with CPS graduation requirements and includes post secondary vocational and personal needs goals. •Teachers are provided professional development regarding the correlation of student needs IEP/skill development as related to student performance and future vocational options. 	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			4
	<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. 	<ul style="list-style-type: none"> Support Services, social work and counseling, are given. Small group instruction is given *One-to-one supports are given per IEP and otherwise as needed Anecdotal records are kept for analysis of patterns of behavior Positive Behavior Interventions and Support is practiced school wide Academic supports are reinforced and embedded for student practice and mastery. 	
	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. 	<ul style="list-style-type: none"> Northside Learning Center established a year-long focus on staff development which aligns school-wide priorities with the individual goals set outlined in the SIPAAA. Professional Development has included paraprofessionals 	

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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. 	<p>Northside Learning Center has a rich collaborative environment focused on the needs of our students.</p> <ul style="list-style-type: none"> Teachers and paraprofessionals collaborate daily Weekly student information meetings. However, more time is needed. Weekly Teacher Teams meeting <p>*More time for student info and teacher team meetings is desirable</p>	
	Instructional coaching ----->			2
	<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. 	<ul style="list-style-type: none"> Informal Coaching provided by peers and administration independently enroll in professional development opportunities 	<ul style="list-style-type: none"> Teachers

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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 	<ul style="list-style-type: none"> NLC Staff provides information to parents and students related to registration for PUNS and registration with Community Alternatives to increase options for post-secondary educational and vocational opportunities. All staff identifies students educational and vocational needs through ongoing assessment of student participation in community based instructional and work opportunities Teachers work with community partners to develop new pathways for student participation in post-secondary educational and work opportunities. Currently NLC has 33 sites in the community and 66 sections of CBI classes. Teachers provide students with opportunities and instruction related to service learning and student development that are embedded in the community- based curriculum Staff assists students and parents with exploration of after graduation opportunities for independent living, Workshop participation through ongoing visits. All staff connected to students with potential job placement are involved in assisting seniors on how to fill out resumes and applications to businesses such as Home Goods, TJ Maxx. NLC has begun conversations with NEIU for college program enrollment (when appropriate) 	
	Relationships ----->			4
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<ul style="list-style-type: none"> All staff advocate for students and development as adults * Relationships are built through community based classes Students participate in clubs with other peers and staff sponsors Students participate in cultural assemblies Students who are graduates are paired with mentors 	
Behavior & Safety ----->			4	
	<ul style="list-style-type: none"> Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. School environment occasionally leads to situations un-conducive to learning. 	<ul style="list-style-type: none"> The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. Staff establishes and maintains a safe, welcoming school environment. 	<ul style="list-style-type: none"> PBIS implemented schoolwide Culture of calm is cultivated Student information meetings keep staff informed and sensitive to student needs School security is trained and informed concerning appropriate disciplinary measures with NLC students 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			3
	<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. 	<p>Northside has rigorous expectations for our students which challenge them to develop and grow to their fullest potential as young adults.</p> <ul style="list-style-type: none"> Information is disseminated through: <ul style="list-style-type: none"> An active and working LSC High school investigation IEP Meetings Open house, parent meetings, NCLB Parent meetings Parent visits to workshops, residential facilities Report Card pickup Transition Fair Communication from the District 	
	Ongoing communication ----->			3
<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. 	<ul style="list-style-type: none"> Ongoing communication with out parents is a priority for the staff at NLC. •Additionally experiences that bond and add cohesiveness to the relationship between home and school include: <ul style="list-style-type: none"> Annual picnic (parent and community involvement) IEP Calls home (communication between home/school) International night (parent involvement) Report cards, progress reports, narratives assemblies 	<ul style="list-style-type: none"> School 	
Bonding ----->			4	
<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. 	<p>Northside Learning Center has an open and caring atmosphere for its families. This is observable through the many events planned that are inclusive of family members and the community. Some of these are:</p> <ul style="list-style-type: none"> Family nights Assemblies International Night Annual Picnic Best Buddies Special Olympics Parent workshops visits Transition Fair 		

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. 	<ul style="list-style-type: none"> Northside provides extensive support to our students including the ongoing special education services through their IEP and additionally: <ul style="list-style-type: none"> Social Work support Counselor support Accompanying students in emergency hospital situations Agency referrals - Staff works with SAS around student needs 	
	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. 	<p>The entire philosophy of Northside Learning Center is to create career readiness for our students to focus on transition into adulthood. NLC has ongoing participation in Transition Fairs, Activities with the Mayor's Office for People with Disabilities, Social Security Office, Partnerships, Community Alternative Unlimited.</p>	
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. 	<ul style="list-style-type: none"> Northside's community based Instruction classes provide practice for mastery and transfer of skills to real life settings. Student Interest surveys are administered to assist the NLC student in discovery and planning of their interest and strengths as it relates to career planning. Northside implements a student development program 		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>Northside Learning Center has an extensive Special Olympics Program. Approximately 179 of our 297 students participate and an additional 25 participants through the park district programs. We also sponsor clubs, sport teams, choir, Best Buddies, Afterschool Matters and the Close-Up trip to Washington DC.</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			4
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<ul style="list-style-type: none"> Northside Learning Center promotes independence through the pupils' entire duration of their academic, social-emotional and community-based teaching and learning practices. Community Based Instruction, the instructional approach to a classroom without walls and based in the students' natural environment, remains the foundation for NLC philosophy. CBI provides an increased possibility for independence and enhanced quality of life for our students. 	
	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. 	<ul style="list-style-type: none"> Each student, student advocate, and parent/guardian are provided comprehensive information about options, resources and independent living opportunities available for SWD. Cultivating the family's understanding of the process for their student begins in the Freshman year and continues with support through the entire time a student attends NLC. This is accomplished through workshop visits, Transportation availability, mobility trainers, meetings/workshops for parents to learn about options and access to funding. 	
Transitions ----->			3	
	<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>Northside Learning Center continues to focus on post secondary options for our students. Transition plans capture a set of coordinated activities to assist in the planning for the students as required by legal mandates. In addition, NLC staff seek to educate and inform the community through Partnerships, seek paid employment for our students when possible and advocate for our students to have opportunities to use their skills in the community. A transition fair is hosted each year at NLC and several parent nights are scheduled throughout the year. Information provided continues to keep parents aware of the steps and process to securing adult services and possibilities for work after their child is graduated from NLC.</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. 	<ul style="list-style-type: none"> Northside Learning Center continues to budget for the unique needs of our curriculum (apartment, bike shop, car wash, greenhouse) NLC has had to plan and budget for buses for community based instruction as the district has not been forthcoming with these funds. All funds are identified and utilized for the academic and career readiness for our students. Our staff is always looking for partnerships that become the classrooms for our students in the community. They also rigorously look for funds and raise funds (donations, raffles, etc) 	
	Building a Team ----->			3
	<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. 	<ul style="list-style-type: none"> Northside Learning Center hires special education personnel who are equipped to teach students with cognitive disabilities, autism or multiple disabilities. NLC is a favorite place for universities to send students for clinical observation hours, field experiences and student teachers. Teachers are organized in teams and students assigned to teams. Expertise is shared and deepened through collaboration. 	
Use of Time ----->			3	
	<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. 	<ul style="list-style-type: none"> A full school day team met to establish schedules which could meet the needs of students based on student needs, student individual educational plan as it pertains to number of minutes needed of direct instruction. The school wide schedule accounts for and reflects the amount of transition time needed for student with disabilities. <p>Students that are struggling receive extra support with teachers, social workers, counselors, administrators.</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

Northside Learning Center is committed to meeting the academic, vocational, life skills and social-emotional needs of every student by providing a community-based curriculum within natural environments which is their least restrictive environment. Our students practice and develop skills that promote independence and self-determination preparing them to live, work, and positively impact their communities. We believe that professional development, parental support and community partnerships are essential to sustain our vision.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Provide quality special education services which comply with the IDEA and includes improving academics, functional skills and robust transition services.	Northside serves 100% students with disabilities. Special Education services include community-based instruction, related services, post-secondary education, vocational education, and possible integrated and supported employment. As a separate public high school with community-based instruction as the vehicle to provide individualized instruction, Northside is responsible for developing and sustaining partnerships through which IEPs may be implemented. Our deeply knowledgeable staff includes 100% special education teachers, para-professional educational support, and related service clinicians to deliver quality curriculum modified to fit the learning needs of each student as determined by their IEP. Additionally, the health and wellness of our students require a dedicated and knowledgeable staff to attend to an ever increasing number of students with unique health needs. Currently, 32% of our students have multiple special education needs requiring OT, PT, and nursing and speech services. Additionally, a growing number of students are requiring Formal Behavior Plans which is currently at 10 students.

2	Provide rigorous instruction that is both systematic and evidence-based for teaching students with significant cognitive disabilities.	Instruction at Northside includes community based instruction and classroom instruction aligned to the Common Core State Standards to assist our students for college and career readiness. Our students participate in rigorous community-based instruction and classroom instruction aligned to their IEPs and based on the Common Core Standards giving the most access possible to the general education curriculum. All instruction is direct, planned and continuous to ensure that each student is capable of living, working and recreating in the community to the fullest extent possible. The SEF indicates that more alignment is needed between courses along the continuum of years a student attends NLC.
3	Provide instruction in the practical use of technologies that will enhance the communication skills, mobility, comprehension of our students.	Instruction at Northside also includes technology as an essential part of student development. Our goal is to assist our students in becoming competent communicators and life long learners to the fullest extent possible. Technology enhances academics, community-based instruction and physical education. Our students need to develop communication skills for life and the workplace. Teachers incorporate technological strategies, devices and tech support throughout their lesson plans and daily teaching practices. Teachers and administration support these efforts by participating in professional development within and outside the district. The SEF indicated that our teachers believe we need to increase training and availability of technologies such as the SmartBoard.
4	Optional	
5	Optional	



Strategic Priority 1

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

Strategic Priority Description	Rationale
Provide quality special education services which comply with the IDEA and includes improving academics, functional skills and robust transition services.	Northside serves 100% students with disabilities. Special Education services include community-based instruction, related services, post-secondary education, vocational education, and possible integrated and supported employment. As a separate public high school with community-based instruction as the vehicle to provide individualized instruction, Northside is responsible for developing and sustaining partnerships through

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Train learning walk teams, schedule learning walks, and share best practices during Professional Development Days at least two times/year.	ILT/ Teacher Teams	Students With Disabilities	Principal , Assistant Principal and Lead Teachers	Summer 2012	On-going		
2. Provide training to staff on IEP development specifically transition plans and post secondary outcomes	Instruction	Students With Disabilities	Case manager and Counselor	Summer 2012	Quarter 1		
3. Provide training to staff on IEP development in the area of measures and description of performance levels related to student outcomes.	Instruction	Students With Disabilities	Case manager, teachers, AP	Summer 2012	Quarter 1		
4. Provide training to staff on student supports and accommodations for IEP and classroom instruction.	Instruction	Students With Disabilities	Principal, AP, Case manager	Summer 2012	Quarter 1		
5. Monitor IEP quality quarterly with feedback to teachers.	Instruction	All	Case manager, teachers, AP	Summer 2012	On-going		
6. Continue to develop the PBIS initiative at NLC through training to launch the matrix of expectations and T-chart of behavior. (classroom managed vs. office referral)	Instruction	Students With Disabilities	Principal, AP, Case manager and PBIS Coordinator	Summer 2012	Quarter 1		
7. Train staff on the strategy of Check in and Check out for Tier 2 intervention to be utilized for behavior support with identified students.	Instruction	Students With Disabilities	Principal, AP, Case manager	Quarter 1	Quarter 2		
8. Increase use of data including anecdotal data for FA/BIP development.	Instructional Materials	Students With Disabilities	All Teaching Staff and Case manager	Quarter 1	Quarter 2		
9. Use behavior and anecdotal data to identify students referrals for check in and check out.	Instructional Materials	Students With Disabilities	All Teaching Staff and Case manager	Quarter 1	Quarter 2		



Strategic Priority 1

10. Provide a workshop to teachers and paraprofessional on characterstcs of various syndromes currently represented at NLC	Other	Students With Disabilities	Administration and Clinical Team	Quarter 2	Quarter 3		

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 rigorous instruction that is both systematic and evidence-based for teaching students with significant cognitive disabilities.	Instruction at Northside includes community based instruction and classroom instruction aligned to the Common Core State Standards to assist our students for college and career readiness. Our students participate in rigorous community-based instruction and classroom instruction aligned to their IEPs and based on the Common Core Standards giving the most access possible to the general education curriculum. All instruction is

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Define and embed college and career readiness means for students with significant cognitive disabilities across the instructional model of community-based instruction.	Instruction	All	Principal, Ass't Principal,ILT, Teacher Leaders, Voc. Teachers	Summer 2012	Quarter 2		
2. Develop scope and sequence for current academic instructional courses aligned to the Common Core Standards (with Hawthorne alignment)	Instructional Materials	All	Principal, Assistant Principal, ILT	Summer 2012	Quarter 1		
3. Develop scope and sequence for current Community Based Instructional Courses aligned to the Hawthorne and Common Core Standards	Instructional Materials	All	Principal, Assistant Principal, ILT	Summer 2012	Quarter 1		
4. Staff work teams will meet to discuss integration of Hawthorne with a sequenced skill set for students to be used as an aggregate of information for assessment and IEP development	ILT/ Teacher Teams	All	Principal, Assistant Principal Teaches	Summer 2012	Quarter 1		
5. Articulate with District Central Office funds required for community-based instruction in a large urban setting.	Instruction	Students With Disabilities	Administration, Staff LSC, Parents	Summer 2012	On-going		
6. Organize a meeting at NLC with community colleges to identify college opportunities for students with cognitive disabilities	Instruction	All	Principal, Ass't Principal Voc. Teacher, Counselor	Quarter 2	Quarter 2		
7. Provide all school staff with opportunity to visit post-secondary options in community, work training centers or educational options.	Instruction	All	Administration, Counselor, Staff	Quarter 2	On-going		
8. Set up meeting with NEIU concerning collaboration on dual enrollment model for post secondary experiences.	Instruction	All	Principal, Ass't Principal Voc. Teacher, Counselor	Quarter 1	Quarter 1		



Strategic Priority 2

9. Create a schedule for staff to participate in instructional rounds quarterly.	ILT/ Teacher Teams	All	Administration, ILT	Quarter 1	Quarter 4		
10. ITL will give staff feedback on data from instructional rounds at staff weekly meetings.	ILT/ Teacher Teams	All	Administration, ILT	Ongoing	Ongoing		
11. Form Data Team to review academic and behavior data.	Instruction	All	Administration, Counselor, Staff, Clinicians	Quarter 1	Quarter 2		
12. Create data wall to display data review results.	Instruction	Students With Disabilities	Data Team	Quarter 1	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
Provide instruction in the practical use of technologies that will enhance the communication skills, mobility, comprehension of our students.	Instruction at Northside also includes technology as an essential part of student development. Our goal is to assist our students in becoming competent communicators and life long learners to the fullest extent possible. Technology enhances academics, community-based instruction and physical education. Our students need to develop communication skills for life and the workplace. Teachers incorporate technological strategies, devices

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
1. Develop a schedule that will coordinate equitable use and availability of smartboards across classroom environments	Instruction	Students With Disabilities	Principal, Teacher Assistant Principal	Quarter 1	Quarter 1		
2. Inservice all school staff on functional communication including assessment and checklist for use in student instruction.	Instructional Materials	Students With Disabilities	Case Manager, Speech Language Clinicians	Quarter 1	Quarter 1		
3. Provide training to staff on the usage of augmentative communication devices and their use to increase students' communication competency.	Instructional Materials	Students With Disabilities	Administration	Quarter 2	Quarter 2		
4. Provide professional development for staff who require training to access communication technology within instructional practices.	Equipment/ Technology	Students With Disabilities	Administration Tech Coordinator	Quarter 2	Quarter 2		
5. Provide training for staff on Smart Board technology and integration into lessons to increase teacher usage from 27% of the teachers to 50% (10 teachers to 18 teachers)	Equipment/ Technology	Students With Disabilities	Administration Tech Coordinator	Summer 2012	Quarter 2		
6. Provide training for 100% of teaching staff on Book Share.	Equipment/ Technology	Students With Disabilities	Principal, Tech Coordinator	Quarter 3	Quarter 3		
7. Create a behavior tracking form and provide training to 100% of staff on the use of PBIS tracking for data collection	Instruction	Students With Disabilities	Administration and PBIS Lead	Quarter 2	Quarter 2		
8. Provide technology training to student 2 times per quarter to practice accessing information related to vocational interests.	Instruction	Students With Disabilities	Teachers	Quarter 1	Quarter 4		

