



2012-2014 Continuous Improvement Work Plan

Ray Graham Training Center High School

South Side High School Network
2347 S Wabash Ave Chicago, IL 60616
ISBE ID: 150162990253715
School ID: 609769
Oracle ID: 49101



Mission Statement

Ray Graham Training Center H.S. offers all students an individualized instructional program that is designed to meet their unique educational, physical and emotional needs. Students will participate in a specifically modified curriculum and have access to the general education curriculum within a safe and supportive environment. Our school provides a developmentally appropriate, culturally sensitive and community responsive education that assists our students in becoming productive members of society.

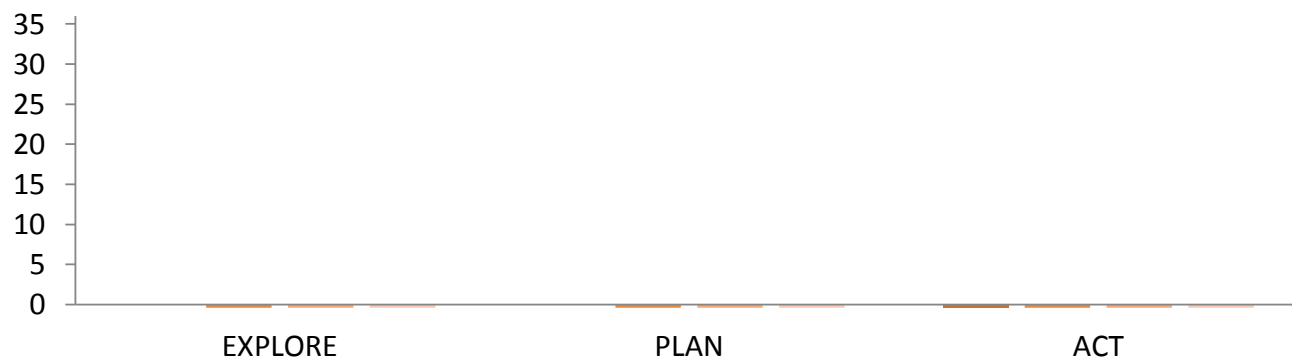
Strategic Priorities

1. Teachers will use the Brigance Transition Skills Inventory data aligned with IEP goals to drive instruction. Through the usage of the Brigance Transition Skills Inventory in addition to the Common Core Standards we believe that students will show improvement in all areas of functioning.
2. Teachers will effectively use the Transition Instruction & Preparation Skills (TIPS) program to transition all students to a post-secondary placement. The usage of the Transition Instruction & Preparation Skills (TIPS) program will give teachers the longevity to work with specific students and to tailor their approach in a more
3. School stakeholders will participate in a school-wide attendance program that monitors and promotes the progress of student attendance. Students must be in school in order to receive instruction and to improve their outcomes both academically and socially. Team members will focus on rewarding students who are in

School Performance Goals

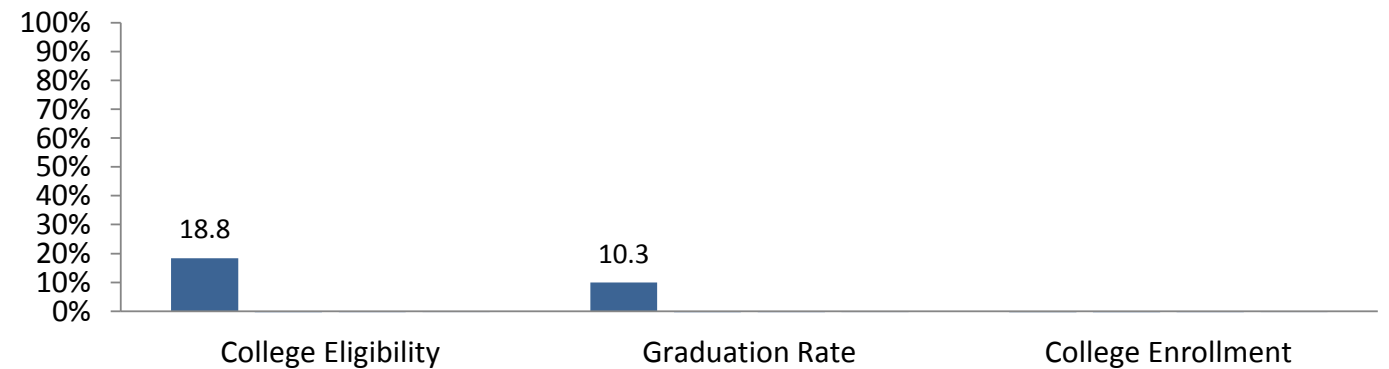
EPAS Goals

■ 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:	Ray Graham Training 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
Rebecca A. Parker	Principal
Sandra Jackson	Assistant Principal
Michael Brown	LSC Member
KuSan Thomas	Counselor/Case Manager
Karen Coupet	Classroom Teacher
Amberlee Sheehan	Classroom Teacher
Araceli Acevedo	ELL Teacher
Angela Buckner	Lead/ Resource Teacher
Diane Powell	LSC Member
Abigail Orta	Parent/ Guardian
Catalina Cardena	Support Staff
Andre White	Community Member



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	NA	NA	NA	College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	18.8	NA	NA	NA
10th Grade - PLAN Average PLAN score		NDA	NA	NA	NA	5-Year Graduation Rate % of students who have graduated within 5 years	10.3	NA	NA	NA
11th Grade - ACT Average ACT score	NDA	NDA	NA	NA	NA	College Enrollment % of graduates enrolled in college	NDA	NA	NA	NA

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal	
Attendance Rate Average daily attendance rate	86.3	90.0	92.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	3.7	3.0	2.0	1.0
Freshman On-Track % of Freshman Students on-track	NDA	NA	NA	NA	Sophomore On-Track % of Sophomore students on track	NDA	NA	NA	NA



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

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"> Each student has an individualized education plan that outlines their goals and allows teachers to track student achievement through progress monitoring in every class. The school has set a goal of 100% of students who graduate from the school having a post-secondary placement that is suitable to their needs and wants. Full School Day plan was written to include 2 period block of time linked to transition and post-secondary outcomes. 	
	Principal Leadership ----->			4
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<ul style="list-style-type: none"> Principal conducts professional development twice each week for a total of 90 minutes for all team members. Principal schedules paraprofessional team members to participate in an additional 135 minutes per week of professional development, both in person and online. Principal schedules and monitors teacher team members participating in weekly departmental meetings that allow for collaboration between teacher team members related to their subject area. Principal conducts ongoing and frequent observations of teacher team members during instructional time. Principal implemented PAC and shares appropriate information with LSC members. Principal ensures that technology resources are available for instructional purposes and that PD is given to enhance usage in the classroom. 	

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Typical School	Effective School	Evidence	Evaluation
<p>Teacher Leadership -----></p>			<p>4</p>
<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"> • Teacher team members show leadership in many different ways including: <ul style="list-style-type: none"> o ILT membership – Responsible for attending meetings, relaying information to their departments, synthesizing feedback that is addressed in the ILT and problem-solving within their department. o Committee chairs – Responsible for planning and organizing committee meetings, members, and events. Works in tandem with all school stakeholders to ensure that the views and needs of all are addressed within the committee’s purpose. o Mentor Teachers – Responsible for developing a close working relationship with new teachers who are in need of extra support. Mentor teachers are also responsible for finding resources and pushing for the engagement of new teachers into the school community. o Bilingual Lead Teacher – Responsible for ensuring that the needs of the students and families participating in the bilingual program are addressed. Responsible for bringing teacher and paraprofessional team members the resources needed to ensure the success of bilingual students in the classroom. o CIWP team – Responsible for working with all team members in the creation of the CIWP team and ensuring that it follows the school priorities as outlined in the plan. CIWP team also focuses on the implementation of the plan throughout the school year, reevaluating progress when necessary. o Union Representative – Responsible for the dissemination of information from the Union to the appropriate team members ensuring that information is accurate and given at the appropriate time. The union representative is also responsible for ensuring that appropriate resources are provided for team members as needed. o Grant Writer – Responsible for writing a grant that will benefit the students of RGTCHS. All teacher team members have the responsibility as a grant writer to apply for a minimum of one grant during the school year and to provide school stakeholders with information on the application, program, and outcome. • Department guided Learning walks are conducted to assist with the improvement of instruction and the learning environment. • Within all departmental and professional development meetings there is equity of voice. • Professional development is engaging and hands-on when appropriate. 	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT) ----->			3
<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 school's ILT meets minimally two times a month, with a focus that is teacher led. The ILT includes team members from all areas of the school. ILT team members are responsible for disseminating material and information to their departments and bringing concerns and ideas back to the ILT. ILT chairperson effectively conducts meetings. ILT members attend Network trainings when available. The ILT agenda is monitored and adjusted as necessary to meet the instructional needs of school stakeholders. ILT members provided professional development for all team members. 	
Monitoring and adjusting ----->			3
<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"> All teachers participate in progress monitoring that is related to their specific instructional area in addition to the TIA (Targeted Instructional Area) - vocabulary. Progress monitoring is evident across all departments. 	

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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"> Teachers develop their own instruction based on state standards, student IEP goals and instructional materials provided by the school. The needs of students participating in the Bilingual program are addressed by the appropriate model needed for support. This includes meeting with the bilingual lead teacher, ESL endorsed teacher, or bilingual paraprofessional on an as needed basis. Instruction is IEP driven and teachers make accommodations and modifications as needed. Teachers share instructional practices and resources for materials. 	
	Instructional materials ----->			4
	<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"> Instructional materials are available to teacher team members or purchased if a request is made. Instructional materials are modified by each teacher to meet the specific needs of their students (including bilingual student needs). Materials have been purchased for teachers that support the Brigance Transition Skills Inventory Assessment. Unique/Boardmaker and various types of software are available. Technology is available that allows for higher engagement of all students (interactive white boards, IPADS, document camera, laptops, etc.) Students requiring assistive technology or augmented communication have ample access due to the efforts of the speech pathologist. 	
<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 ----->			3
<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"> • Team members in conjunction with administration have created a new assessment plan for the school. This assessment plan includes the usage of the Brigance Transition Skills Inventory and the ability for teacher team members to access the data collected at any time. • Brigance Transition Skills Inventory is used to drive TIA vocabulary selection. • All eligible students are administered the Illinois Alternative Assessment (IAA). • Teachers have documentation regarding modifications and accommodations for assessments available to them during all instructional times.. 	

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Typical School	Effective School	Evidence	Evaluation
Instruction ----->			3
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<ul style="list-style-type: none"> • Teacher team members work to ensure that differentiated instruction takes place in each classroom during every class period. • Paraprofessional team members are versed in instructional strategies that allow them to assist students. • Formative assessments are utilized by teacher team members in order to give data for progress monitoring. • Flexible grouping according to skill level is evident in all classrooms. • Clear learning objectives are communicated to students. • All lessons are aligned to Illinois Learning Standards. • Teachers utilize multiple languages during instruction to meet student needs. • Scaffolding is evident in all classrooms and can be seen within the work of paraprofessionals as well. 	

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	Typical School	Effective School	Evidence	Evaluation
	----->			3
	Intervention			
	<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"> Team members are able to recommend students who need extra assistance in any academic, social, or emotional area. Teachers use progress monitoring to create interventions for individual students. Paraprofessional support is given by trained paraprofessionals to all students as needed. Extensive social work, speech, bilingual, and counseling services are provided for social/emotional interventions. Brigance Transition Skills Inventory data is used to determine the level of intervention for students. Interventions are shared, implemented, and monitored during departmental meetings so that adjustments can be made for specific students. Several social/emotional skill interventions are also utilized including but not limited to boys and girls mentoring groups, individual counseling, and behavior modification programs that are student specific. A SharePoint website has been recently created that will allow team members school-wide to access information about students that will assist with more strategic and sustained interventions. 	
	----->			4
	Whole staff professional development			
Professional Learning	<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"> School-wide professional development takes place twice weekly with topics ranging from cluster collaboration, Brigance data management training, and IEP development. Paraprofessional team members participate in both in-house PD and online PD that is aligned with the specific areas in which they work. The in house PD is aligned with the book, "How to be a Para Pro" by Diane Twachtman-Cullen and the online courses are part of the "Paraeducator Learning Network" created by Master Teacher found at www.masterteacher.com. All team members are encouraged to participate in any professional development that is related to their position at the school. Time is given for those who find opportunities during school hours. Learning Walks are conducted that assist teacher team members with understanding and improving instructional practices. New teacher mentoring/coaching is taking place to ensure that new teachers receive the support that they need to be successful. Departmental meetings allow for needed collaboration time that gives teacher team members added time for learning from their colleagues. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			2
	<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. 	<ul style="list-style-type: none"> Cluster Collaboration takes place once a month, while Departmental meetings take place weekly. Department and Cluster groups are responsible for setting their own agenda and reporting the meeting minutes to administration. RGTCHS teams are inclusive of team members from all areas including general education, special education, bilingual teachers and other specialists. 	
	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"> New non-tenured teacher team members are assigned a mentor to assist them with instruction. Instructional learning walks are conducted by all teachers and information is shared within the teams. Paraprofessional team members are provided the opportunity to increase their knowledge in instruction by choosing to participate in additional online courses made available to them above and beyond their required courses. 	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			2
	<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"> High expectations for students are expected by every team member while at the same time team members are also expected to assist students with finding areas that meet their skill level aligned with their likes and wants. Many students are given the opportunity to take additional career-related classes at Dunbar Vocational Career Academy. Students are also exposed to opportunities at St. Ignatius, UIC, Alden Rehabilitation Center, Jesse Brown Veteran’s Hospital, etc where they are with their non-disabled peers. 	
	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"> Students are highly supported by all team members and they are able to go to several different team members for support and guidance when needed. Students within the school are not only a part of the Ray Graham school community, but also a part of the St. Ignatius, Dunbar, Alden Lincoln Park Rehabilitation Center, Gallery 37, McGuane Park, Holy Cross, Beasley Elementary, Jewel-Osco, Jesse Brown VA, and Illinois Central Bus Company communities. Some students have the opportunity to participate in Boy/Girl Mentoring group to address their emotional needs and reinforce appropriate social behaviors. 	
Behavior& Safety ----->			3	
	<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"> The school has a consistent approach to student discipline, while discipline is not an issue at the school. All staff members in the school adhere to a specific behavior protocol that involves referral, intervention in the positive behavior center and follow-up with the student, staff and parents. Teachers have regular opportunities to discuss behavioral issues in their department/cluster meetings. 	

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 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. 	<ul style="list-style-type: none"> Teachers provide copies of their class syllabus to parents to communicate student expectations in their course. Teachers have access to the school website in which they are able to post course expectations. Team Members meet with parents/families at any time when a concern arises. Expectations are shared continuously by all team members with students regarding not only academics, but social expectations as well. Students are able to share the expectations for various settings both in and out of the school environment. Students are expected to be at school daily. 	
	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"> Some homeroom teachers utilize daily communication either via phone or notebooks to allow for regular communication with parents. Teacher and parents regularly communicate regarding homework assignments. Parents have access to staff email address' and contact information via the school's website. All homeroom teachers are mandated to contact student's home if the student is absent for any reason. 	
	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. 	<ul style="list-style-type: none"> School hosts several events throughout the year in which parents are invited to attend or participate (ie. Black History Month performance, school choir performances, Circle of Friends Washington D.C. trip, upcoming Williamsburg, VA Circle of Friends trip, Transition Fairs, and Family Movie nights). Students participated in their first school musicals while pairing with other schools such as St. Ignatius, and St. Benedict. Students were also given the opportunity to participate in a cast party for these events. Students not only participate as guests at events such as Family Movie Night, they also participate as student workers to gain experience in work/job skills. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
6: College and Career Readiness Supports	Specialized support ----->			4
	<ul style="list-style-type: none"> School provides required services to students within the school building/typical school hours. 	<ul style="list-style-type: none"> School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies. 	<ul style="list-style-type: none"> School social worker and counselor conduct home visits as needed to address specific issues related to students. Case Manager, counselor and social worker maintain ongoing connections with local social service agencies, such as Community Service Options, Inc. Transition Fairs and Partnerships with outside agencies are provided for parents and families. Transportation is provided for many outside transition fairs including those from MOPD and trips for students and families are taken to outside social service agencies. 	
	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. 	<ul style="list-style-type: none"> Team members address student's career readiness through yearly transition planning. Transition fairs are held at the school several times throughout the year and many outside transition fairs are made available to the families. 	
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"> Team members devise yearly IEP goals to address student's academic and post-secondary needs. Planning for the upcoming school year is detailed around the unique course needs of the students at RGTCHS. Students are coming from various schools and their course needs are not very different. The counselor and case manager are checking transcripts and basic course offerings will be based on their findings. 		
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. 	<ul style="list-style-type: none"> Students are offered a wide array of activities through our Advisory Connection program and extracurricular activities that take place during the school day due to necessity. Our offerings range from Tiger TV, Photography, Dance, Drum Line, Drama, Cultural Club and Wood working. 		

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"> Teachers utilize informal assessments, such as interest inventories, student/parent questionnaires, etc. The school utilizes Brigance Transition Skills Inventory assessment to address career readiness skills. 	
	College & Career Admissions and Affordability ----->			4
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<ul style="list-style-type: none"> Parents and students are given information on post-secondary placements. They are encouraged to contact agencies to obtain a place on waiting list, if necessary. Teacher team members including the social worker, counselor, and case manager work closely with parents to connect them with college admissions offices if this is their request. This ensures that parents are given information about possible services directly from the colleges/universities themselves. 	
Transitions ----->			4	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<ul style="list-style-type: none"> Students and families are linked with outside agencies beginning the student’s first day at RGTCHS. The school facilitates opportunities for students to gain experience with their peers through community based instruction. All team members are well versed in the different opportunities that are available for students in the area of transition and they are also able to guide students and families to the proper resources when needed. The full school day plan for the upcoming year includes a school-wide approach to increasing the number of students who are successful with transitioning to a post-secondary outcome. 	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			4
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<ul style="list-style-type: none"> The school's discretionary spending is related directly to the needs of the students as listed in the current SIPAAA. Community partnerships are consistently utilized to assist with financial support for the needs of the students. Team members are able to request from administration any instructional materials or supplies and if available the request is approved. 	
	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"> Hiring is conducted based on the overall needs of the student population. Candidates hired are required to have some background knowledge and prior experience working with students with special needs. Teacher team members hired are expected to not only have the pedagogy associated with their teaching, but also to have high expectations for our students. 	
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"> School schedule is based on student needs and includes collaboration time for teacher team members who work in the same department. Some teacher team members have time scheduled for them to work with students with a specific need in one area. The school's full school day plan is written to allow time for focusing on the school priorities including transition. 	

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

Ray Graham Training Center H.S. offers all students an individualized instructional program that is designed to meet their unique educational, physical and emotional needs. Students will participate in a specifically modified curriculum and have access to the general education curriculum within a safe and supportive environment. Our school provides a developmentally appropriate, culturally sensitive and community responsive education that assists our students in becoming productive members of society.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will use the Brigance Transition Skills Inventory data aligned with IEP goals to drive instruction. Through the usage of the Brigance Transition Skills Inventory in addition to the Common Core Standards we believe that students will show improvement in all areas of functioning.	There is a lack of data available to measure the success of our student population. Traditional assessments do not necessarily apply to special education students and 100% of our students take the IAA (Illinois Alternative Assessment) their 11th grade year. This test only provides one data point and is not effective for planning instruction academically or for vocational classes, especially as we transition into the usage of the Common Core Standards.
2	Teachers will effectively use the Transition Instruction & Preparation Skills (TIPS) program to transition all students to a post-secondary placement. The usage of the Transition Instruction & Preparation Skills (TIPS) program will give teachers the longevity to work with specific students and to tailor their approach in a more detailed manner since the teachers will be working with this specific group of students over a longer time frame.	Our school has a 96% graduation rate, however of those that do graduate, less than 50% percent are able to find a suitable work or continued education placement within 1 year of graduation.
3	School stakeholders will participate in a school-wide attendance program that monitors and promotes the progress of student attendance. Students must be in school in order to receive instruction and to improve their outcomes both academically and socially. Team members will focus on rewarding students who are in attendance at school similar to what they would receive in the work force which further impresses upon the students the work/job skills that are important to their success.	Our student attendance rate this year is currently 85.26%, which is significantly lower than the district goal of 95%. There is an even greater concern for students entering our school after the age of 18, and we have observe a pattern in that students frequently have multiple data of absenteeism in a row, which can have a significant impact on a student's ability to stay on track with regards to competitive employment skills and placement.
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
Teachers will use the Brigance Transition Skills Inventory data aligned with IEP goals to drive instruction. Through the usage of the Brigance Transition Skills Inventory in addition to the Common Core Standards we believe that students will show improvement in all areas of functioning.	There is a lack of data available to measure the success of our student population. Traditional assessments do not necessarily apply to special education students and 100% of our students take the IAA (Illinois Alternative Assessment) their 11th grade year. This test only provides one data point and is not effective for planning instruction academically or for vocational classes, especially as we transition into the usage of the Common

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Instructional Leadership Team (ILT) will meet monthly with the all team members to share detailed information regarding instruction, provide PD, and to ascertain the concerns and needs of all team members.	ILT/ Teacher Teams	Students With Disabilities	Principal/ Instructional Leadership Team	On-going			
Departments will select or create a consistent progress monitoring tool.	Instruction	Students With Disabilities	Department Chairs	Summer 2012			
Professional Development for team members around new technology, materials, and resources (Boardmaker/Unique).	Equipment/ Technology	Students With Disabilities	Principal/ Technology Coordinator	On-going			
Team Members will create an individual professional development plan including both short and long term goals.	Professional Development	Students With Disabilities	Principal/ All Team Members	Quarter 1			
Professional Development for all team members related to Brigance Transition Skills Inventory assessment, including both implementation and usage of data collected.	Instruction	Students With Disabilities	Principal	On-going			
Usage of the Brigance Transition Skills Inventory as the quarterly assessment to drive instruction. (3rd week-1st quarter, 1st week-2nd & 3rd quarter, and 6th week - 4th quarter)	Instruction	Students With Disabilities	Principal/ All Team Members	On-going			
School-wide and classroom based data walls will be displayed to allow students the opportunity to strive for and acknowledge positive growth.	Instruction	Students With Disabilities	Principal/Teacher Team Members	On-going			



Strategic Priority 1

An announcement "shout out" will be given on the intercom after each quarterly testing period for the 3 students from each department who make the most gain on the Brigance Transition Skills Inventory.	Instruction	Students With Disabilities	Principal/ Department Chairs	On-going			
Team Members will create quarterly, semester, and yearly goals for courses.	Instruction	Students With Disabilities	Principal/ Teacher Team Members	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
Teachers will effectively use the Transition Instruction & Preparation Skills (TIPS) program to transition all students to a post-secondary placement. The usage of the Transition Instruction & Preparation Skills (TIPS) program will give teachers the longevity to work with specific students and to tailor their approach in a more detailed manner since the teachers will be working with this specific group of students over a longer time frame.	Our school has a 96% graduation rate, however of those that do graduate, less than 50% percent are able to find a suitable work or continued education placement within 1 year of graduation.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
An outline of a systematic approach for interventions within the school will be created, implemented, and shared with all team members.	Other	Students With Disabilities	Principal	Summer 2012			
Professional Development will be provided for all team members with relations to meeting purpose and protocol.	Professional Development	Students With Disabilities	Principal/ ILT Team Members	On-going			
A student government will be formed and sponsored at the school with bi-monthly meetings.	Other	Students With Disabilities	Principal/ Student Government Sponsor	On-going			
Teachers will be provided a list of career interest inventory options for use in the classroom.	Instruction	Students With Disabilities	Principal/Case Manager	Quarter 1			
Professional Development related to Community Based Instruction will be provided to all team members.	Professional Development	Students With Disabilities	Principal	Quarter 1			
Professional Development for the TIPS (Transition Instruction & Preparation Skills) period including but not limited to Project Discovery.	Professional Development	Students With Disabilities	Principal/ ILT/ Case Manager	Quarter 1			
Community Based Instruction will be provided during TIPS at least once a week.	Instruction	Students With Disabilities	Principal/ Teacher Team Members	On-going			
A transition fair will be held at the school quarterly offering a raffle and prizes for parents and community agency representatives.	Other	Students With Disabilities	Principal/ Counselor/ Social Worker/ Case Manager	On-going			



Strategic Priority 2

A systematic approach for the referral of job sites and potential students will be developed in addition to specific marketing and student contracts made for the student intern job program.	Other	Students With Disabilities	Principal/ Job Coordinator	Quarter 1			
Career awareness speakers addressing student options for employment will be invited to work with our students each semester.	Instruction	Students With Disabilities	Principal/ Job Coordinator	On-going			
Four options will be identified for funding that can be utilized to create/build a functional life skills area.	Other	Students With Disabilities	Principal/ Grant Committee	Quarter 1			

Strategic Priority 3

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

Strategic Priority Description	Rationale
School stakeholders will participate in a school-wide attendance program that monitors and promotes the progress of student attendance. Students must be in school in order to receive instruction and to improve their outcomes both academically and socially. Team members will focus on rewarding students who are in attendance at school similar to what they would receive in the work force which further impresses upon the students the work/job skills	Our student attendance rate this year is currently 85.26%, which is significantly lower than the district goal of 95%. There is an even greater concern for students entering our school after the age of 18, and we have observe a pattern in that students frequently have multiple data of absenteeism in a row, which can have a significant impact on a student's ability to stay on track with regards to competitive employment skills and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development geared towards attendance procedures will be provided for teacher team members.	Professional Development	Students With Disabilities	Principal/ Attendance Coordinator	Quarter 1			
An attendance booklet will be created and shared with all team members.	Professional Development	Students With Disabilities	Principal/ Attendance Coordinator	Summer 2012			
A monthly attendance board to acknowledge all students with 92% attendance or above, improved by 50%, and highest TIPS group will be created and maintained by the attendance coordinator in conjunction with the teacher sponsor.	Other	Students With Disabilities	Principal/ Attendance Coordinator/ Teacher Sponsor	On-going			
Incentives will be provided for students/groups in the above attendance categories. The incentives will include but not be limited to items such as meal with the principal, special field trips, raffle with prizes, Tiger T-Shirt/sweatshirt, special lunch from culinary program, or attendance dance. Students will be presented with incentives at monthly attendance assemblies.	Other	Students With Disabilities	Principal/ Attendance Coordinator/ Teacher Sponsor	On-going			
Information will be shared with parents about attendance expectations and consequences on a quarterly basis.	Parental Involvement	Students With Disabilities	Principal/ Attendance Coordinator	On-going			
Monthly school newsletter will have "Attendance Corner" acknowledging students, their families, and TIPS groups for 92% and above or improved attendance.	Parental Involvement	Students With Disabilities	Principal/ Attendance Coordinator/ Journalism Teacher	On-going			



Strategic Priority 3

Incentives for families of students with perfect attendance quarterly (Jewel Gift Cards).	Parental Involvement	Students With Disabilities	Principal/ Attendance Coordinator	On-going			
Hire two parent workers whose main function is to assist with connecting families with the school and its offerings.	Parental Involvement	Students With Disabilities	Principal/ Assistant Principal	Quarter 1			
Create a systematic approach for addressing chronic truancy that goes beyond CPS guidelines.	Other	Students With Disabilities	Principal/ Attendance Team	Quarter 1			



Strategic Priority 5

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

Strategic Priority Description	Rationale

Action Plan

Monitoring

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