CIWP

2012-2014 Continuous Improvement Work Plan

Al Raby High School

West Side High School Network

3545 W Fulton Blvd Chicago, IL 60624

ISBE ID: 150162990250826

School ID: 610334

Oracle ID: 46471
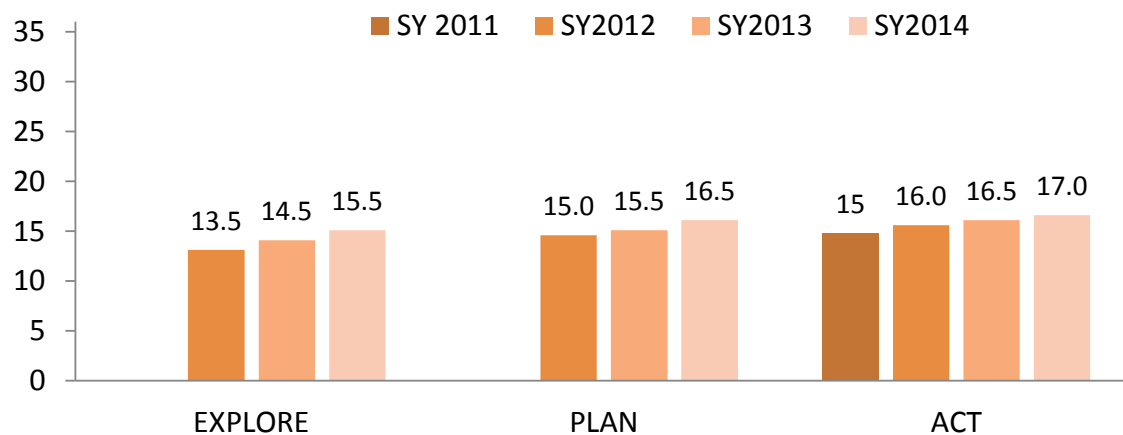
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Mission Statement

The Al Raby School for Community and Environment inspires students to intellectual excellence and personal responsibility through community and environmental activism.
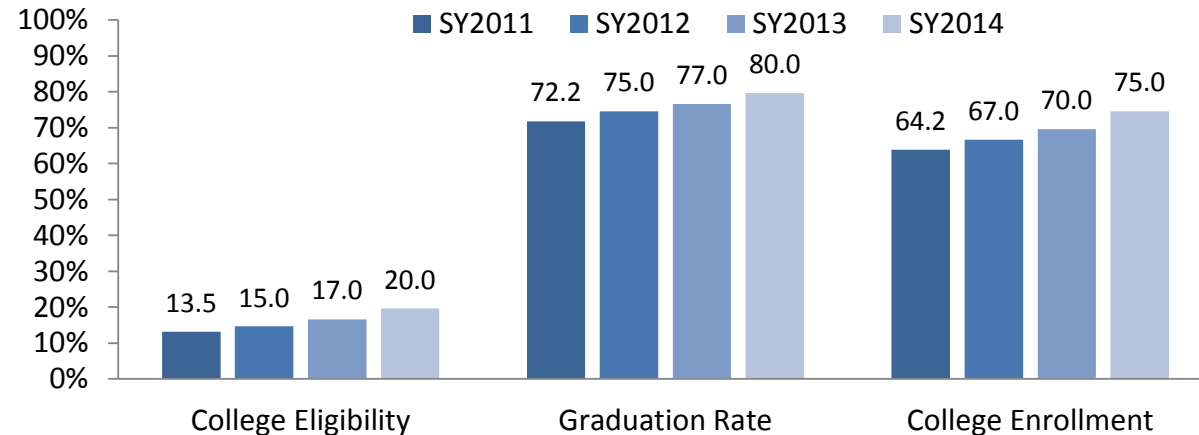
Strategic Priorities

1. The teaching departments will continue to develop and implement a vertical curricular plan to correlate performance tasks as specified in Common Core State Standards with the skills spine specified in the College Readiness Standards, creating a scaffold for students to move toward proficiency in CCSSs. They will also

2. The teachers will continue to engage in long-term professional study of the CPS Framework for Teaching through: (1) professional reading and discussion, (2) peer coaching, (3) looking at student work, and (4) analysis of assessment results.

3. The school staff will continue to implement Tier 1 interventions (HIDEFS, Raby Bucks, discipline progression) consistently and will develop Tier 2 interventions for academics and behavior, including focused after-school tutoring, Saturday work time, and behavior management plans.

4. The academic community of Al Raby will thoughtfully design and implement a broad and engaging civic education program that incorporates the roles of the citizenry in a democracy. The Raby community will utilize classroom instruction, discussion of current events, service learning, extra-curricular activities, school

School Performance Goals

EPAS Goals

Legend: SY 2011, SY2012, SY2013, SY2014

Category	SY2012	SY2013	SY2014
EXPLORE	13.5	14.5	15.5
PLAN	15.0	15.5	16.5

Category	SY 2011	SY2012	SY2013	SY2014
ACT	15	16.0	16.5	17.0

12th Grade & Graduation Goals

Legend: SY2011, SY2012, SY2013, SY2014

Category	SY2011	SY2012	SY2013	SY2014
College Eligibility	13.5	15.0	17.0	20.0
Graduation Rate	72.2	75.0	77.0	80.0
College Enrollment	64.2	67.0	70.0	75.0

Continuous Improvement Work Plan
2012 - 2014

Overview

The Continuous Improvement Work Plan (CIWP) is a stream-lined, strategic planning process for schools that also meets the state and federal requirements of a school improvement plan. The CIWP uses previous goal and priority setting completed by the schools from the Scorecard metrics, School Effectiveness Framework and Theory of Action. Please see the CIWP Planning Guide at www.cps.edu/CIWP for detailed instructions on completing the tool.

School Name

To get started, please select your school's name from the drop down list:	Al Raby 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
James T. Schwartz	Principal
Vanessa R. Perry	Assistant Principal
Rose M. Caldwell	Lead/ Resource Teacher
William W. Weeks	Special Education Faculty
Jill C. Knopic	Classroom Teacher
Evan Kardon	Classroom Teacher
Lisa M. Magana	Classroom Teacher
Nicole M. Cannon	Counselor/Case Manager
Carol Johnson	Parent/ Guardian
Michelle Elder	Parent/ Guardian
Harvey Yarbrough	Community Member
Shenetha Gunn	Special Education Faculty

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High School Goal Setting

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

Academic Achievement

EPAS - 9th, 10th, and 11th Grades	Spring SY2011 Score	Fall SY2012 Score	Spring SY2012 Goal	Spring SY2013 Goal	Spring SY2014 Goal
9th Grade - EXPLORE Average EXPLORE score		12.6	13.5	14.5	15.5
10th Grade - PLAN Average PLAN score		14.1	15.0	15.5	16.5
11th Grade - ACT Average ACT score	15.2	13.8	16.0	16.5	17.0

12th Grade & Graduates	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	13.5	15.0	17.0	20.0
5-Year Graduation Rate % of students who have graduated within 5 years	72.2	75.0	77.0	80.0
College Enrollment % of graduates enrolled in college	64.2	67.0	70.0	75.0

EPAS Growth	SY2013 Goal	SY2014 Goal
EXPLORE to PLAN Average growth from Spring EXPLORE to Spring PLAN	2.0	2.0
PLAN to ACT Average growth from Spring PLAN to SPRING ACT	1.5	1.5

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	80.3	84.0	86.0	88.0
Freshman On-Track % of Freshman Students on-track	74.3	86.0	90.0	94.0

	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Misconducts Rate of Misconducts (L4-6) per 100	14.0	12.0	10.0	8.0
Sophomore On-Track % of Sophomore students on track	69.9	72.0	75.0	78.0

High School Goal Setting

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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal
PSAE Reading % of students meeting or exceeding state standards	11.2	15.0	18.0	20.0	**PSAE Reading** % of students exceeding state standards	0.0	2.0	4.0	6.0
PSAE Mathematics % of students meeting or exceeding state standards	10.3	15.0	18.0	20.0	**PSAE Mathematics** % of students exceeding state standards	0.9	2.0	4.0	6.0
PSAE Science % of students meeting or exceeding state standards	7.8	12.0	15.0	18.0	**PSAE Science** % of students exceeding state standards	0.9	3.0	5.0	7.0

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** --->			**2**
	• The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. • The school has a plan but may have too many competing priorities.	• The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. • The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity.	* The school has overall goals for the year, but there are not incremental goals established for Q1, Q2, Q3, or Q4. * Year-long goals are clearly established and remarked upon at all school meetings. * Grade-level teams use watchlists and develop interventions. * CFP mapping sets up vertical and horizontal goals according to school wide ACT goals, Department curriculum maps aligned to ACT skills. * There are numerous goals and some priorities are weighed differently per teacher.	
	Principal Leadership --->			**2**
	• Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. • Principal monitors instructional practice for teacher evaluations. • School-wide or class specific vision is not consistently focused on college and career readiness.. • Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights.	• Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership • Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. • Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. • Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement.	* Professional development is provided but must be more tightly targeted to teacher needs. We need to expand our use of the Danielson framework to improve teacher capacity. * Need to establish computer skills/benchmarks at each grade-level and college readiness at each grade level (ie. Writing, reading expectations). * Internal and external professional development focused on curriculum design and best practice in place with CFP. * School and grade wide policies established to encourage student to complete post secondary applications and financial assistance materials. * Funds targeted towards individualized professional development for faculty and staff. * We lag behind an effective school in terms of parents coming to the school and showing a continual interest in their child's success.	

School Effectiveness Framework

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership	--->		**3**
• A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities.	• Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): -ILT membership -Grade/Course team lead - RtI team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools	* Approximately 1/3 of staff (14 staff members) involved in some kind of leadership role, including ILT member, GLT leader, leader of extracurricular activity. We need to make sure all teachers take on a leadership role. We also need to make sure that every teacher and staff member feels that their opinion is valued. * Establishment of Team Roles has improved staff ownership. * According to the Targeted Leadership Consulting, we rated our ILT 4.5 out of 5. The group has established and agreed-upon goals and objectives. * Grade level team leader meetings set school wide agenda related to curriculum planning and score improvement. * Faculty committee structure established to focus on curriculum integration, data analysis, attendance, etc.	

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Typical School	Effective School	Evidence	Evaluation
Instructional Leadership Team (ILT)	-->		**3**
• The ILT represents some or most grade levels or departments, but may not include critical areas of expertise, like special education, bilingual education or counseling. • The ILT splits time and focus between improving teaching and learning and solving day-to-day operational concerns. • The ILT organizes some whole staff professional development activities. Development at the teacher team or teacher level is not coordinated by the ILT. ILT decision-making is carried out in isolation, or without a clear process for staff-wide engagement. • ILT engages in changes to practice in response to voiced concerns. • ILT analyzes student test data if new data is available.	• The school's ILT is assembled based on the combination of knowledge and expertise needed to make decisions for all students and staff. • The ILT leads the work of improving teaching and learning school-wide • The ILT leads the school's approach to professional development – whole staff PD, teacher teams, and coaching. • The ILT facilitates two-way communication and engages all staff in participating in decision-making that advances the school's strategic focus. • The ILT engages in regular reflection upon its own team processes and effectiveness and takes actions to improve its functioning and progress towards school-wide goals. • The ILT regularly analyzes qualitative and quantitative data to monitor the implementation of school's plan and make adjustments accordingly	* The ILT is focused on teaching and learning and rarely addresses non-instructional issues. All teaching PD is led through the ILT. * School must clarify connection between old Targeted Instructional Area and new work with CFP. * All departments are represented on the ILT. * We have established a learning walk program of 1 walk per quarter; this has improved staff members' reflection on instruction. * Faculty professional readings started within departments. * The ILT does not focus on day-to-day issues, but stays focused on long-term teaching and learning goals for the school.	
Monitoring and adjusting	-->		**3**
• Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice.	• The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students.	* We analyze assessment data on a quarterly basis, but need to make sure it is more integrated into instructional practice. * We have a data team which gathers Watchlists every 2 week. We need to improve in the classroom level data usage. * We have an assessment calendar and are working towards implementing effective reteaching plans. * Grade level watchlists created quarterly and discusses in grade level meeting with set goals.	

Date Stamp November 22, 2012

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 2: Core Instruction	***Curriculum***	--->		**3**
	• Curricular pacing/scope and sequence is most often determined by the pacing set forth in instructional materials or by an individual teacher. • Each teacher develops his/her own units of instruction or follows what is suggested by the pacing provided in instructional materials. • Text used for instruction exposes some students to grade-appropriate complexity and is heavily focused on fiction. • Short- and long-term plans do not consistently differentiate by learner need.	• Each grade level or course team has a year-long scope and sequence that maps out what Common Core or other state standards teachers should teach and in what order in core subject areas. • Each grade level or course team develops/uses common units of instruction aligned to the standards. • Text used for instruction exposes all students to a grade-appropriate level of complexity and informational texts to at least the CCSS-recommended levels by grade band. • Short and long term plans include the supports necessary to ensure that students with disabilities and ELLs are able to gain core content knowledge and skills.	* We need to bring teachers together more around unified vertical plans in order to increase school-wide rigor. * We need to improve how course maps are evaluated and changed throuhgout the year. We need to ramp up the Differientiated Instruction and SPED supports. * Curriculum maps and unit lessons are reviewed and assessed annually by AP, Dept Chair and Curriculum Integration team. * We have a very strong service learning / place based education program established, especially in Science and Social Studies departments. 26 of 28 classes are connected to service learning projects. Numerous community partners incorporated into the curriculum throughout the year. * Each teacher develops his or her own lessons/units. There are some grades and departments that have developed year long plans but it is not school wide.	
	Instructional materials	--->		**3**
	• Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. • Instructional materials support a general curriculum with little differentiation for student learning need.	• Each grade level or course team has a set of instructional materials that are aligned with standards. • Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports).	* CFP being used in all the core classes. Need to now improve on the vertical alignment. We are starting the process of redesigning the curriculum based upon Common Core and skill based learning. * 97% integration of service learning and or place based education within all courses being offered. * There is not a aligned set of instructional materials. * There is little/no support in terms of instructional materials for SPED students. All modifications are done by the teacher.	

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**
• School wide data is available to the ILT. Teacher team or classroom data is not always available when teachers need it—or teachers inconsistently bring it to teacher team meetings. • Each grade level or course team administers the required district assessments but there may be gaps in the kind of assessment tools available to them. • Assessments are focused on a particular form of assessment and may not adequately provide a complete picture of student learning. • Most assessments are designed to be identical for all students, without accommodation for learner need.	• School-wide, teacher team and classroom data is organized and available to all who need it immediately after each assessment. • Each grade level or course team uses a comprehensive set of assessments – screening, diagnostic, benchmark, formative, and summative – to monitor student learning on a frequent basis. • Assessment methods (e.g., student work, selected response, constructed response, performance task) are aligned with the standard(s) being assessed (e.g., knowledge mastery, reasoning proficiency, performance skills, ability to create products). • Assessment accommodations and modifications are in place to ensure that students with disabilities and ELLs are able to appropriately demonstrate their knowledge and skills.	* We administer required assessments and also our own benchmarks, but need to increase our facility with using the data. * We are lacking in the classroom data piece -- we need a better system for tracking data. * Data calendar for major assessments for the entire year should be ready the first day of the school year, which will help develop a data driven culture * Specialized service reading assessment is given to all freshman students to gain curriculum based assessments for incoming SPED freshman. * We have targeted funds for practice ACT and weekly ACT programming. * Departments are providing regular skill assessment based upon scaffolded skills purposefully embedded into each course. * Assessment data is available at the teacher's request.	

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Typical School	Effective School	Evidence	Evaluation
Instruction	-->		**2**
• Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers.	• Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning.	* We need to develop a school-wide understanding of and push for rigor and consistency for it across classes. * We need to improve our questioning techniques so that they promote critical discourse and in formative assessments * Departments have developed quarterly interim and/or 5-week assessments. * Departments are purposefully working on scaffolding skills throughout the four grade levels to increase student skills and understanding (Vertical planning with curriculum and assessment). * Most teachers communicate learning objective with students and those standards are standards based. Most teachers use scaffolding for low and high level students.	

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Typical School	Effective School	Evidence	Evaluation
Intervention	-->		**2**
• Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems.	• The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. • The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. • Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. • Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom • Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks.	* We do this work primarily through grade-level teams. We have watchlists and watchlist protocols. * Our intervention and RTI plans need improvement. The tracking of Interventions need to improve and the monitoring of an intervention's effectiveness. * Counseling departments production of quarterly watchlists for students off track. * Grade level teams development of mentoring program to assist students falling off track towards graduation. * Freshman team hosting of Super Saturdays. * We have a a tutoring program implemented to force students to get help before they get too far behind (pink slip project). * Between grade level meetings and IEPs the school does a great job of determining which students are in need of intervention services. * We have established a partnership with City Year to provide intervention and mentoring services for students.	
Whole staff professional development	-->		**3**
• Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. • Quality, effectiveness or relevance of professional development is not monitored.	• The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. • The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). • School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers.	* PD has been on relatively few topics, but needs to be even more tightly aligned and targeted to individual teachers and groups. More focus should be on CFP and analyzing student work. We need a year-long focus related to school's initiatives * Data should drive PD sessions and PD calendar should be flexible based on the needs of the teachers * Most professional development is focused on priorities set by administration and staff. * The effectiveness of PD time is not regularly monitored.	

Professional Learning

School Effectiveness Framework

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	*Grade-level and/or course teams*	--->		**3**
	• Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. • Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. • Ownership for student learning results lies primarily with individual teachers. • Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. • There are meeting agendas, but no clear protocols or norms for discussion.	• Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. • Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. • Teacher teams share ownership for results in student learning. • Teams are inclusive of general education, special education, bilingual teachers and other specialists. • Teams are supported by an ILT member, team leader, or "expert", as appropriate. • Teachers have protocols or processes in place for team collaboration.	* We have clarity about how to use our GLT time, but it needs to be used more proactively to plan interventions, assess their impact, and make changes. * Need to ramp up the strategic planning. We are more reactive and we need to start to use data on these teams to be pro-active. * We use protocols regularly with GLTs. * GLT teams represent regular and sped teachers. * Some teams definitely function better than others. Teachers collaborate and meet regularly and teams are supported by a team leader.	
	Instructional coaching	--->		**2**
	• Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. • Formal support for new teachers comes from district-sponsored induction. • Professional development decisions are not systematized and left to teacher initiative/discretion. • Teachers occasionally receive quality feedback to support individual growth. • Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school's plan for professional learning.	• Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. • New teachers are provided with effective induction support. • Teachers have individual professional development plans tailored to their needs. • Teachers consistently receive quality feedback that supports their individual growth. • Peer coaching and cross classroom visitation is also used as a form of coaching.	* We have an Instructional Study Group to provide support for new teachers but we need to do more to provide daily supports. * Coaching is happening, but only for newer teachers and not the entire staff. * This is focused on a small group of new teachers. Mentors help give feedback to teachers but come in at irregular intervals, peer observation only happens occasionally. * We need to implement individual professional dev plans * Feeback from senior leadership should be more consistent	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4:Climate and Culture	*High expectations & College-going culture* -->			**3**
	• Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students.	• Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. • The school has developed and is executing an intentional plan to build and maintain a college-going culture. • Every student has opportunities for authentic leadership and student voice	* Some staff members communicate high expectations and college-going culture. Others don't or are overwhelmed. * Student council has recently been established, but we don't have a school newspaper for students to express their voice. We should create opportunities for student voice. * We have the College-Ready Awards, College Wall, Senior Seminar, and Postsecondary Coach. * Expectations for going to college are reinforced by most staff. The plan is in place, but student voice could improve.	
	Relationships -->			**3**
	• Some students form bonds with adult advocates. • Patterns of interaction between adults and students and among students are inconsistent.. • Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. • Student home language and culture is often overlooked.	• All students have an adult advocate who cares about them deeply and supports them in achieving their goals • Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior • Students with disabilities are engaged in the school community, including both physical and social integration. • Students' classroom experiences demonstrate value of home language and culture.	* Many of our students have these bonds, but some adults do not form them. * Implemenation of City Year mentoring at the Freshman level has helped. Need to establish mentorship with outside community organization for our at risk students according to end of the year watchlists generated. - Develop a program where every staff member mentors a group of students (include ESP, senior leadership, lunchroom staff, and teachers) * Area of growth is valuing the students' home langauge, culture, and experiences.	
	Behavior& Safety -->			**2**
	• Discipline violations and positive behavior supports are handled differently between teachers without school wide norms. • School environment occasionally leads to situations un-conducive to learning.	• The school has a common, consistent school-wide approach to student discipline and tiered approach to behavioral intervention that recognizes and builds on positive behavior. • Staff establishes and maintains a safe, welcoming school environment.	* We are growing in this area with PBIS. * We established HIDEFS for entire school. * Expectations for student behavior are not consistently followed. Norms and guidelines are etablished but not followed by all stakeholders * There is not standard discipline for behavior infractions. Some students break rules constantly with little punishment and others get suspensions for similar behaviors.	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	***Expectations***	-->		**3**
	• Principal provides information to families on school performance in response to parent requests. • Teachers provide information to families on their grading system, but families may be unclear on what successfully meeting the standard would look like. • Families can learn about the transition process if they reach out to the school for information.	• Principal provides clear information for families on school performance and accurately explains this information so that families understand its relevance to their children as well as the plan for improvement. • Teachers provide clear information for families on what students are expected to achieve in a given grade level or course and examples of what meeting the standards looks like. • Schools proactively provide information regarding school choices to families looking to relocate or to students in transition grades.	* Family communication needs to grow. * Counselors have an open door policy and are very transparent with students about their options. - Communication systems are in place but we need to encourage more parents to use them daily. * The principal sends an e-mail and an automated call to parents and guardians once per week.	
	Ongoing communication	-->		**2**
	• Communication to families is typically conducted only during report card pick-up and in cases of behavior/academic concerns.	• Teachers and other school staff engage in ongoing, two-way communication with families so that they know how their child is doing relative to grade-level expectations and how the families can support their child's learning at home, but also so that school staff can learn from the families about their child's strengths and needs.	* We need to improve on family communication. Typically the majority of face-to-face communcation is at report card pick up. * Parent Programs supported by Bethel New Life, but we need to increase engagement of parents and community members * We need to make the building more welcoming to parents.	
	Bonding	-->		**2**
	• The school has a business-like atmosphere. • School staff provides occasional opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	• The school establishes and non-threatening, welcoming environment. • The principal leads the work to empower and motivate families and community to become engaged. • School staff provides frequent opportunities for families and community members to participate in authentic and engaging activities in the school community-- like student performances, exhibitions, literacy or math events, etc.	* We can improve by updating bulletin boards, getting more professional signage, and by providing more outreach to parents. * School is a safe place, principal works well to create a non threatening environment. * Next year, we will provide customer service training to all office staff to continue improving parent relationships in the offices.	

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
	Specialized support	-->		**2**
	• School provides required services to students within the school building/typical school hours.	• School staff conducts intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.	* Our SPED dept is in compliance with IEPs. We utilize counseling support services through Ms. Torres. * An area of growth is having staff conduct intensive outreach to families.	
	College & Career Exploration and election	-->		**3**
6: College and Career Readiness Supports	• Information about college or career choices is provided.	• The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations.	* We are growing through Freshman and Senior Seminar and work of counselors. We also have a Postsecondary Coach who works on this. * Counselors do a great job exposing kids to colleges and providing information about college.	
	Academic Planning	-->		**3**
	• Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. • The school encourages high performing students to plan on taking advanced courses.	• The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. • (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access.	* We have AP/Honors night and the implemenatation of the Curriculum Framework Project to track student performance. * We need to develop more external partnerships. * This is provided for most students through Freshman and Senior Seminars but not all students take advantage of the opportunities.	
	Enrichment & Extracurricular Engagement	-->		**2**
	• Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs.	• The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school.	* We have sports and other extracurriculars. * Many activies go unattended. Seems like just a few students are involved in the majority of activities.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
D I M E N S I O N	***College & Career Assessments***	--->		**1**
	• Students do not participate in college and career ready assessments	• The school promotes preparation, participation, and performance in college and career assessments.	* Students use "What's Next IL" as freshmen.	
	College & Career Admissions and Affordability	--->		**3**
	• Students in 11th and 12th grade are provided information on college options , costs and financial aid.	• The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility.	* 100% of our seniors completed FAFSA to qualify for financial aid and improve their odds of affording college. * We have Freshman and Senior Seminar, but we can do more to reach out to families. * We need to continue conducting monthly meetings with senior team and counselors.	
	Transitions	--->		**3**
	• Transitions between key grades provide families with the required minimum paperwork/information.	• The school works to ensure effective transitions—into Kindergarten, at each "benchmark" grade, and from 8th to 9th. • (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college.	* Grade-Level Teams and Freshman Seminar course are designed for this purpose. * Students are provided with organizational and study skills training through the Freshman Seminar class. * Each Grade-Level Team conducts incentives and interventions to keep students on track as they move from grade to grade.	

Date Stamp November 22, 2012

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	**Use of Discretionary Resources** -->			**2**
	• School discretionary funding is inconsistently aligned to identified needs and priorities. • Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. • Funding of non-priority initiatives is common throughout the year.	• School allocates discretionary spending to align with identified needs and strategic priorities. • School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. • School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready.	* 77% of our discretionary spending is spent on additional staff positions (teachers, security, clerks) so there is little left for technology and additional supports. * We plan to realign approximately $30,000 from the budget this coming year to focus on technology equipment. * We have partnerships with Community Schools and the MGR Foundation which yield concrete resources for the school, but we must work to search out more new partnerships.	
	Building a Team -->			**3**
	• Hiring is conducted after a vacancy or expected vacancy is identified. • All or nearly all applicants have little to no prior connection to the school. • Interviews typically consist of an interview with the principal or a team from the school, but there are no opportunities to demonstrate knowledge or skill in the classroom. • Grade/course teams are not intentionally designed.	• Hiring is conducted after an assessment of student need, staff capacity and scheduling priorities. • School actively works to build a pool of potential staff members through internships and part-time work. • A multistep interview process includes a protocol for questioning and classroom lesson demonstrations to assess candidate expertise, philosophy and commitment. • Grade/course teams are assembled to include the needed combination of knowledge and expertise.	* Hiring is conducted upon vacancies, and we have developed a multi-step interview process including group interaction, lesson design, behavior interview, and demonstration lesson. * Interview team assists administration with new hiring of staff. * Any staff member who wishes to participate in a hiring committee can do so. * We review applications in departments. * We plan to involve parents and students in the hiring process during the coming year.	
	Use of Time -->			**3**
	• School schedule is designed based on number of minutes per subject or course. • Teacher collaboration time is limited or occurs only before/after school. • Intervention for struggling students happens at the discretion/initiative of individual teachers, during core courses.	• School designs a "right fit" schedule based on student needs and school-wide growth goals. • The school schedule allows for regular, meaningful collaboration in teacher teams. • Struggling students receive structured intervention in dedicated blocks.	* Grade-level planning and department planning time is used for student intervention and curriculum planning. We have a late-start day on Wednesday for committees and grade-levels to meet. * One area of need is more structured intervention in Tiers 2 & 3. * We are planning to use the Full School Day for remediation with our freshmen and credit recovery with all other students who need it.	

Mission & Strategic Priorities

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

Mission Statement

The Al Raby School for Community and Environment inspires students to intellectual excellence and personal responsibility through community and environmental activism.

Strategic Priorities

#	**Priority Description**: Write in the description of your priority.	**Rationale:** Write in your rationale (see instructions for guiding questions).
1	The teaching departments will continue to develop and implement a vertical curricular plan to correlate performance tasks as specified in Common Core State Standards with the skills spine specified in the College Readiness Standards, creating a scaffold for students to move toward proficiency in CCSSs. They will also assess student performance on granular CRSs and CCSS performance tasks on a quarterly basis.	We have examined our data on ACT and PSAE performance over the past several years. In the last 2 years, our average ACT score has been 14.9 and 15.3. We have made great strides this year, but must do more to focus on correlating the CRSs and CCSSs. By doing so, we believe we can design and implement the most effective instructional practices for our students.
2	The teachers will continue to engage in long-term professional study of the CPS Framework for Teaching through: (1) professional reading and discussion, (2) peer coaching, (3) looking at student work, and (4) analysis of assessment results.	Again, a focus on ACT and PSAE data indicates that we must sharpen our focus on effective teaching according to the Danielson rubric. Continued discussion among staff about "distinguished" teaching will help us to develop our ability to implement the CRS and CCSS plans discussed in Priority 1.
3	The school staff will continue to implement Tier 1 interventions (HIDEFS, Raby Bucks, discipline progression) consistently and will develop Tier 2 interventions for academics and behavior, including focused after-school tutoring, Saturday work time, and behavior management plans.	We looked at school discipline and attendance data in developing this priority. Our students need social and emotional support to solve conflicts in a productive way, and these conflicts impact both attendance and academic performance.
4	The academic community of Al Raby will thoughtfully design and implement a broad and engaging civic education program that incorporates the roles of the citizenry in a democracy. The Raby community will utilize classroom instruction, discussion of current events, service learning, extra-curricular activities, school governance and democratic process simulations, as well as additional place-based education, to better educate our students to become informed and responsible citizens.	Research shows that Americans who are not properly educated about their roles as citizens are less likely to be civically engaged by nearly any measure. They are less likely to vote, or engage in political discourse, and less likely to participate in community service or improvement projects than their counterparts who have received civic education. Additionally, studies show that students who are engaged in service learning within their schools have a lower absentee rate and lower rates of disciplinary problems. Studies also indicate a correlation between students involved in quality service learning and higher scores on standardized assessments.

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
The teaching departments will continue to develop and implement a vertical curricular plan to correlate performance tasks as specified in Common Core State Standards with the skills spine specified in the College Readiness Standards, creating a scaffold for students to move toward proficiency in CCSSs. They will also assess student performance on granular CRSs and CCSS performance tasks on a quarterly basis.	We have examined our data on ACT and PSAE performance over the past several years. In the last 2 years, our average ACT score has been 14.9 and 15.3. We have made great strides this year, but must do more to focus on correlating the CRSs and CCSSs. By doing so, we believe we can design and implement the most effective instructional practices for our students.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All core departments will continue to participate in the Curriculum Framework Project through the University of Illinois at Chicago to master alignment of the Common Core Standards vertically, horizontally and diagonally within each department and grade level.	ILT/ Teacher Teams	All	Principal, ILT	Summer 2012	Summer 2013		
All teaching departments will meet individually to determine student skill outcomes by grade level and assign scaffolded skill levels (review, target, stretch) based upon the College Readiness Standards. The chosen skills will be aligned to 5-10 week units and will be standardized across the grade levels.	ILT/ Teacher Teams	All	Department Chairs	Summer 2012	Summer 2013		
All departments will use the Common Core Standards to develop unit performance tasks that demonstrate what students can do.	ILT/ Teacher Teams	All	Department Chairs	Summer 2012	Summer 2013		
All teaching departments will develop and implement reading and writing plans for each of the courses being taught with increased skill proficiency.	ILT/ Teacher Teams	All	Department Chairs, GLT Leads	Summer 2012	Quarter 1		
All departments will design and assess mastery of the chosen skills for each 5 – 10 week unit.	ILT/ Teacher Teams	All	Department Chairs	Quarter 1	Quarter 4		
The Curriculum Integration team will locate cross-curricular opportunities for teaching of skills within each grade level to reinforce mastery of the skills.	ILT/ Teacher Teams	All	Curriculum Integration Team	Quarter 1	Quarter 4		
The Curriculum Integration team will develop and implement at least one multi-disciplinary unit that will incorporate a service learning component for each of the four grade levels.	ILT/ Teacher Teams	All	Curriculum Integration Team	Quarter 1	Quarter 4		

CIWP

**2012-2014 Continuous
Improvement Work Plan**

Al Raby High School

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Strategic Priority 1

The Curriculum Integration team will develop a Forum/Socratic Seminar (one per semester), as well as a Student Symposium.	ILT/ Teacher Teams	All	Curriculum Integration Team	Quarter 2	Quarter 4		
All teaching faculty will participate in professional development on how to read, interpret, and implement the IEP for students with disabilities.	ILT/ Teacher Teams	All	Principal, Case Manager	Quarter 2	Quarter 2		
Each teaching department will develop and implement a culminating activity targeting the skills taught with a focus on the school's mission.	ILT/ Teacher Teams	All	Department Chairs	Quarter 3	Quarter 4		
All teaching departments will assess and implement differentiated instruction plans based upon baseline date collected the first two weeks of school. Plans will be adjusted based upon five week skill assessments and corrective instruction plans implemented.	ILT/ Teacher Teams	All	Department Chairs, Case Manager	Quarter 3	Quarter 3		
All core classes will develop a list of books to be used for the Summer Reading Project.	ILT/ Teacher Teams	All	Department Chairs	Quarter 4	Quarter 4		

2012-2014 Continuous Improvement Work Plan

Al Raby High School

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
The teachers will continue to engage in long-term professional study of the CPS Framework for Teaching through: (1) professional reading and discussion, (2) peer coaching, (3) looking at student work, and (4) analysis of assessment results.	Again, a focus on ACT and PSAE data indicates that we must sharpen our focus on effective teaching according to the Danielson rubric. Continued discussion among staff about "distinguished" teaching will help us to develop our ability to implement the CRS and CCSS plans discussed in Priority 1.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Reading and discussion of REACH framework by departments and Grade-level teams.	Professional Development	All	Principal	Summer 2012	Summer 2012		
Personal Reflection on status using the framework -> turned in, admin reviews it.	Professional Development	All	Department Chairs	Summer 2012	Summer 2012		
Peer Coaching established for new teachers.	ILT/ Teacher Teams	All	Department Chairs	Summer 2012	Quarter 1		
Review Year-end Watchlists at the Grade-level mark.	ILT/ Teacher Teams	All	GLT Leads	Summer 2012	Summer 2012		
Individual Professional Areas of development established under each of the 4 domains	Professional Development	All	Teachers	Quarter 1	Quarter 1		
School-wide Professional Areas of development established under each of the 4 domains	Professional Development	All	ILT	Quarter 1	Quarter 1		
Yearly PD calendar established	Professional Development	All	ILT	Quarter 1	Quarter 1		
Establish how the rubric will be used for tracking our Areas of development	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 1		
Learning Walks will be held which focus on the established Areas of development.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 4		
Data is tracked using rubric	ILT/ Teacher Teams	All	ILT	Quarter 1	Quarter 4		
Peer Coaching established for teachers who need additional support	ILT/ Teacher Teams	All	Department Chairs	Quarter 1	Quarter 1		
Create a manual "What do teachers do/students do" for each of our established Areas of development	ILT/ Teacher Teams	All	ILT	Quarter 2	Quarter 2		
Use Manual for coaching and Peer Observations (Grade-level)	ILT/ Teacher Teams	All	Teachers	Quarter 1	Quarter 4		
Reflect on School-wide Professional areas of development	Professional Development	All	ILT	Quarter 2	Quarter 2		

Strategic Priority 2

Review EPAS assessment data	ILT/ Teacher Teams	All	Teachers	Quarter 2	Quarter 2		
Use Manual for coaching and Peer Observations (Dept)	ILT/ Teacher Teams	All	Teachers	Quarter 2	Quarter 4		
Year end data review – School-wide	Professional Development	All	ILT	Quarter 4	Quarter 4		
Year end Personal Reflection	Professional Development	All	ILT	Quarter 4	Quarter 4		
Review Individual Professional Areas of development established under each of the 4 domains (or write them if teacher is new)	Professional Development	All	ILT	Summer 2013	Summer 2013		
Review School-wide Professional Areas of development established under each of the 4 domains	Professional Development	All	ILT	Summer 2013	Summer 2013		
Review Manual with staff and on-board new staff with the Areas of Development	Professional Development	All	ILT	Summer 2013	Summer 2013		
Review Year-end Wathlists at the Grade-level mark	Professional Development	All	ILT	Summer 2013	Summer 2013		
Use Manual for coaching and Peer Observations (Grade-level)	ILT/ Teacher Teams	All	ILT	Year 2	Year 2		
Learning Walks (#1) focused on the established Areas of development	ILT/ Teacher Teams	All	ILT	Year 2	Year 2		
Data is tracked using rubric	ILT/ Teacher Teams	All	ILT	Year 2	Year 2		

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
The school staff will continue to implement Tier 1 interventions (HIDEFS, Raby Bucks, discipline progression) consistently and will develop Tier 2 interventions for academics and behavior, including focused after-school tutoring, Saturday work time, and behavior management plans.	We looked at school discipline and attendance data in developing this priority. Our students need social and emotional support to solve conflicts in a productive way, and these conflicts impact both attendance and academic performance.

Action Plan   Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Re-visit school and community buy-in by conducting assessments of various stakeholder groups.	ILT/ Teacher Teams	All	SEL Team	Summer 2012	Summer 2012		
Provide professional development for our parents to explain our PBIS Implementation Plan.	Professional Development	All	SEL Team	Summer 2012	Summer 2012		
Compare number of Level 1-3 infractions with those from school year 2010-11.	ILT/ Teacher Teams	All	Dean of Students	Summer 2012	Summer 2012		
Assess the effectiveness of our current school security plan.	ILT/ Teacher Teams	All	Administration	Summer 2012	Summer 2012		
Evaluate the effectiveness of our HIDEFS system.	ILT/ Teacher Teams	All	Dean of Students & SEL Team	Summer 2012	Summer 2012		
Re-visit our electronic device policy to determine if we need to alter it.	ILT/ Teacher Teams	All	Raby Administration	Summer 2012	Summer 2012		
Identify Tier 2 interventions that already exist.	ILT/ Teacher Teams	All	SEL Team	Summer 2012	Summer 2012		
Assess the effectiveness of our Tier 1 interventions and implement changes based on the results.	ILT/ Teacher Teams	All	SEL Team	Quarter 1	Quarter 1		
Identify Tier 2 students and create an individual behavior plan.	ILT/ Teacher Teams	All	Counselors, Dean, SEL Team	Quarter 1	Quarter 1		
Monitor our Level 1, 2, and 3 infractions	ILT/ Teacher Teams	All	Dean of Students	Quarter 1	Quarter 4		
Continue with the Super Saturday Program at the 9th grade level	ILT/ Teacher Teams	All	9th Grade Team	Quarter 1	Quarter 4		
Implement Super Saturday Program at the 10th grade level in an effort to improve the 10th grade on-track rate	ILT/ Teacher Teams	All	10th Grade Team & Sophomore Counselor	Quarter 1	Quarter 4		
Provide Peace Circle and Peer Jury training for more staff members	ILT/ Teacher Teams	All	Schwartz, Weeks, Gunn, Magana, & Cannon	Quarter 1	Quarter 2		

Strategic Priority 3

Implement a Service Learning Symposium to highlight how the projects support our mission and to provide an outreach to the community.	ILT/ Teacher Teams	All	Service Learning Coach	Quarter 4	Quarter 4		

Strategic Priority 4

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

Strategic Priority Description	Rationale
The academic community of Al Raby will thoughtfully design and implement a broad and engaging civic education program that incorporates the roles of the citizenry in a democracy. The Raby community will utilize classroom instruction, discussion of current events, service learning, extra-curricular activities, school governance and democratic process simulations, as well as additional place-based education, to better educate our students to	Research shows that Americans who are not properly educated about their roles as citizens are less likely to be civically engaged by nearly any measure. They are less likely to vote, or engage in political discourse, and less likely to participate in community service or improvement projects than their counterparts who have received civic education. Additionally, studies show that students who are engaged in service learning within their

Action Plan
Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Faculty will assess present service learning projects to determine the effectiveness of the project and what skills are being taught.	ILT/ Teacher Teams	All	SL Coach	Summer 2012	Summer 2012		
Faculty will analyze the skills (both academic and social emotional) they want to embed into their service learning project/class unit.	ILT/ Teacher Teams	All	SL Coach, Dept. Chairs	Quarter 1	Quarter 1		
Current Events within the larger community, such as the presidential election and the economy, will be address both in the classroom and by the school committee structure.	ILT/ Teacher Teams	All	Curriculum Integration Team	Quarter 1	Quarter 1		
Raby staff will assess where student voice will be beneficial for the governance of the school and implement trained student representation in those chosen areas.	ILT/ Teacher Teams	All	Administration, SEL Team	Quarter 1	Quarter 1		
Raby staff will participate in professional development on best practices for strengthening reflection into both the curriculum and extracurricular activities.	Professional Development	All	Administration, SL Coach	Quarter 1	Quarter 1		
Raby staff will coordinate and assess data systems to record student participation, skill mastery and community partnerships.	Equipment/ Technology	All	SL Coach	Quarter 1	Quarter 1		
Raby staff will continue to search for funding opportunities through grant writing and joint programmatic efforts to expand opportunities for our students and the greater Raby community.	ILT/ Teacher Teams	All	All staff	Quarter 1	Quarter 4		
Faculty will assess where in the curriculum gaps exist and potential service learning projects that would enhance the educational experience.	ILT/ Teacher Teams	All	SL Coach, Dept. Chairs	Quarter 2	Quarter 2		

Strategic Priority 4

Raby staff will assess current after school programmatic options for the student body and assess interests of faculty to expand programmatic options for our students.	ILT/ Teacher Teams	All	SL Coach, SEL Team	Quarter 2	Quarter 2		
Raby staff will create and implement a multi-disciplinary program related to simulations of the democratic processes such as Mock Elections, Policy Debates and Forums.	Instruction	All	Curriculum Integration Team	Quarter 2	Quarter 2		
Raby staff will explore connections of CTE to the broader curriculum.	Instruction	All	CTE Coordinator	Quarter 4	Quarter 4		
Grade Level Teams will assess and enhance grade-level multi-disciplinary yearly service learning projects.	ILT/ Teacher Teams	All	Grade-Level Team Leaders	Summer 2012	Summer 2012		

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