



2012-2014 Continuous Improvement Work Plan

Jacqueline B Vaughn Occupational High School

North-Northwest Side High School Network

4355 N Linder Ave Chicago, IL 60641

ISBE ID: 150162990253753

School ID: 609766

Oracle ID: 49081



Mission Statement

Our mission is to educate our students through modified, individualized and rigorous curriculum using practical and differentiated approaches with hands-on opportunities in collaboration with their families, non-disabled peers and the community for the development of occupational skills, academic learning, social/emotional development and independent living skills.

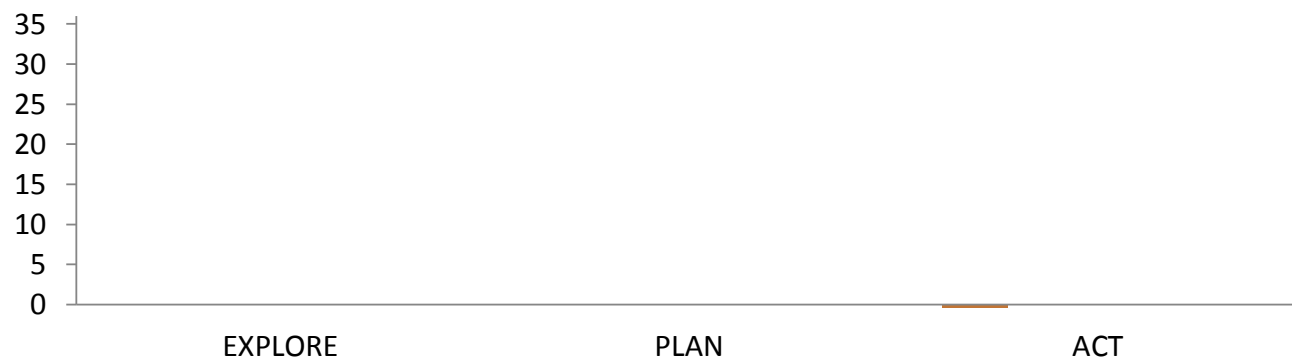
Strategic Priorities

1. Teachers will integrate common core standards into all courses which will be reflected in their unit plans and lesson plans.
2. We will continue to enhance the transition plan on each student's IEP and individual goals that target post-secondary education/training, post-secondary employment, and independent living.
3. We will provide ongoing community-based instruction focusing on the climate in our school, behavior of our students inside and outside of school, collaboration with outside agencies, and ongoing interaction with non-disabled peers.

School Performance Goals

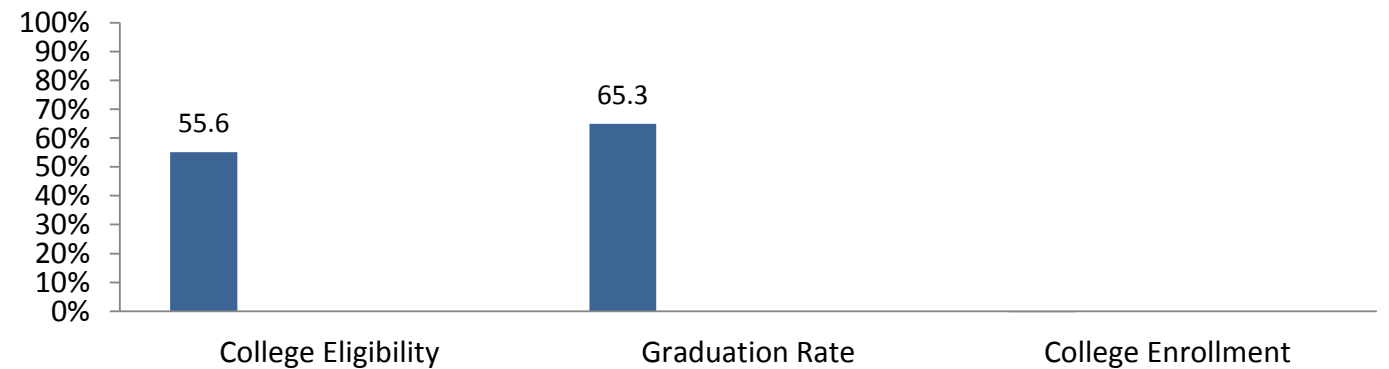
EPAS Goals

■ 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:

Jacqueline B Vaughn Occupational 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
Rusty Burnette	Principal
Kelly Tepaste	Special Education Faculty
Tobby Zbaraz	Special Education Faculty
Sara Manseau	Special Education Faculty
Maura Spangler	Classroom Teacher
Marti Cruz	ELL Teacher
Melissa Tremblay	LSC Member
Catalina Fernandez	Parent/ Guardian
Vanessa Iturralde	Support Staff



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				College Eligibility % of graduates eligible for a selective four-year college (GPA & ACT)	55.6			
10th Grade - PLAN Average PLAN score		NDA				5-Year Graduation Rate % of students who have graduated within 5 years	65.3			
11th Grade - ACT Average ACT score	NDA	NDA				College Enrollment % of graduates enrolled in college	NDA			

EPAS Growth

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

Climate & Culture

All Grades	SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011	SY2012 Goal	SY2013 Goal	SY2014 Goal
Attendance Rate Average daily attendance rate	87.6	89.0	93.0	95.0	Misconducts Rate of Misconducts (L4-6) per 100	3.7	3.5	3.3	3.0
Freshman On-Track % of Freshman Students on-track	NDA				Sophomore On-Track % of Sophomore students on track	NDA			



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State Assessment

PSAE	SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal		SY2011 Score	SY2012 Goal	SY2013 Goal	SY2014 Goal	
PSAE Reading % of students meeting or exceeding state standards	NDA					PSAE Reading % of students exceeding state standards	NDA			
PSAE Mathematics % of students meeting or exceeding state standards	NDA					PSAE Mathematics % of students exceeding state standards	NDA			
PSAE Science % of students meeting or exceeding state standards	NDA					PSAE Science % of students exceeding state standards	NDA			

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 1: Leadership	Goals and theory of action ----->			3
	<ul style="list-style-type: none"> The school has established goals for student achievement that are aimed at making incremental growth and narrowing of achievement gaps. The school has a plan but may have too many competing priorities. 	<ul style="list-style-type: none"> The school has established clear, measurable goals for student achievement aimed at aggressively narrowing the achievement gap and ensuring college and career readiness of all students-- at the school, grade, and classroom levels. The school has established a clear theory of action or strategic plan that outlines the school's priorities (derived from analysis of data) and key levers along with the anticipated impact when implemented with fidelity. 	<p>Due to our student's disabilities, our students do not typically register for college credit courses after graduating from high school. We do, however, provide measurable goals for student achievement on an individual and differentiated basis according to the student's IEP at the school, grade, and classroom levels. Utilizing the student's IEP, data is acquired to ensure achievements in academics and career development.</p>	
DIMENSION 1: Leadership	Principal Leadership ----->			3
	<ul style="list-style-type: none"> Professional learning is organized through whole staff development but it is not tightly linked to what happens in teacher team meetings or 1:1 coaching cycles. Principal monitors instructional practice for teacher evaluations. School-wide or class specific vision is not consistently focused on college and career readiness.. Principal provides basic information for families on school events and responds to requests for information. Families and community are engaged through occasional school-wide events such as open houses or curriculum nights. 	<ul style="list-style-type: none"> Principal creates a professional learning system that evaluates teacher need and interest and builds opportunities for growth in content knowledge and leadership Principal clarifies a vision for instructional best practice, works with each staff member to determine goals and benchmarks, monitors quality and drives continuous improvement. Principal establishes and nurtures a culture of college and career readiness through clarity of vision, internal and external communications and establishment of systems to support students in understanding and reaching these goals. Principal creates a system for empowered families and communities through accurate information on school performance, clarity on student learning goals, and opportunities for involvement. 	<p>Both the LSC and area/network rated Dr. Burnette, the principal, as exceeds expectations on his formal evaluation for 2010/2011 school year. He has created a coaching model of leadership that fosters building capacity among team members to take on leadership roles in the school. Dr. Burnette helped the staff to democratically develop a vision, mission and priority advancements. He consistently communicates the school's vision and mission and keeps student achievement at the center of all decisions. Dr. Burnette makes sure that there are numerous opportunities for parents to participate in school activities, visit classrooms, and learn more about post-secondary options.</p>	

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Typical School	Effective School	Evidence	Evaluation
Teacher Leadership ----->			4
<ul style="list-style-type: none"> • A core group of teachers performs nearly all leadership duties in the school. • A few voices tend to contribute to the majority of decision-making at the ILT and teacher team levels. • Teacher learning and expertise is inconsistently shared after engagement in professional learning activities. 	<ul style="list-style-type: none"> • Each teacher is invested in the success of the school through leadership in one or more areas, including (but not limited to): <ul style="list-style-type: none"> -ILT membership -Grade/Course team lead - Rtl team -Committee chair or membership -Mentor teacher -Curriculum team -Coach -Family liaison -Data team -Bilingual lead -SIPAAA/CWIP team -Union representative -Grant writer • Each teacher has equity of voice in grade/course, ILT and whole staff meetings • Each teacher is encouraged to share learning about effective practice from PD or visits to other schools 	<p>All teachers are invested in the success of the school through leadership roles in the following areas:</p> <ul style="list-style-type: none"> * ILT membership *Grade/subject level Teams *Committee membership <ol style="list-style-type: none"> 1. Community and Parent Involvement 2. Discipline and Culture 3. Internal Feedback 4. Curriculum and Assessment <ul style="list-style-type: none"> *Mentor Teachers *Special Olympic coaches *CWIP Team Members *Bilingual Lead Teacher *BAC/PAC: Bilingual Advisory Committee/Parent Advisory Council *Union Representative *Several Grant Writers *Counseling Advisory Council *Case Study Team 	

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Typical School	Effective School	Evidence	Evaluation
<p>Instructional Leadership Team (ILT) -----></p>			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 	<p>Our ILT is composed of teachers of all grade levels and disciplines along with the school administration. The ILT members collaborate to create and implement full staff PD's based on priority advancements to improve teaching and learning school wide. The ILT communicates with and seeks information from all staff members and uses this information along with school wide data to make informed decisions. Our team regularly reflects on its progress and plans to improve their effectiveness in implementing school wide and district wide goals.</p>	
<p>Monitoring and adjusting -----></p>			4
<ul style="list-style-type: none"> Data for district assessments is occasionally analyzed at the school level, typically when new reports are made available. Analysis may lead to instructional practice. 	<ul style="list-style-type: none"> The school has a systematic approach to analyzing data relative to the school's theory of action on an ongoing basis—at the school level, department/grade level, and classroom level—in order to make adjustments to their focus and to target support for particular teachers and students. 	<p>Vaughn has a school wide assessment plan. All students participate in formative, summative, and progress monitoring assessments. These assessments include AIMSweb, GMADE and GRADE, Hawthorne Adaptive Behavior Scale Assessment, ACCESS, curriculum based assessments, career interest inventories such as the Reading Free Vocational Inventory and What's Next Illinois. Summative data is input into CIM so all teachers have access to all data for each of their students. This information is then discussed in grade/subject level teams, in IEPs, and by the curriculum and</p>	

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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. 	<p>In the Vaughn Course Catalog, all teachers have a summary of their course along with the Common Core Standards covered in that course. These summaries also include the Illinois State Learning Standards, Hawthorne Adaptive Behavior goals, and Life Centered Career Education sub-competencies covered in the course. Text used for instruction is high interest/low readability text so students can access grade level content at their instructional reading levels. All courses are differentiated to meet the needs of special education students. ELL students are supported through bilingual teachers and paraprofessionals.</p>	
	Instructional materials ----->			3
	<ul style="list-style-type: none"> Core instructional materials vary between teachers of the same grade/course or are focused mainly on a single textbook with little exposure to standards-aligned supplemental materials. Instructional materials support a general curriculum with little differentiation for student learning need. 	<ul style="list-style-type: none"> Each grade level or course team has a set of instructional materials that are aligned with standards. Instructional materials are supportive of students with disabilities as well as varying language proficiency levels of ELLs (including native language and bilingual supports). 	<p>Text used is high interest/low readability so that students can access grade level content at their instructional levels. Supplementary materials are available for English Language Learners in their native languages at each grade level.</p>	
<p>Reading Materials Survey: In addition to evaluating your school in this area, we encourage schools to begin inventorying grade level literacy materials by completing the survey at www.surveymonkey.com/s/materialsurvey. While this is not a comprehensive inventory of your school's instructional materials, this will help you identify the additional literacy materials needed to help implement the Common Core State Standards in the upcoming school year.</p>				

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Typical School	Effective School	Evidence	Evaluation
Assessment ----->			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. 	<p>All courses use a range of assessments including formal and alternative assessments, summative and formal assessments and progress monitoring to collect data to monitor student progress. All students receive accommodations and modifications on their IEPs, including special factors for ELL students. Summative data is input into CIM so that all teachers can access the data. Progress monitoring data is used in the IEP process to develop annual goals and quarterly benchmarks. Grade/subject level teams discuss this data in their bi-weekly team meetings.</p>	

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Typical School	Effective School	Evidence	Evaluation
<p>Instruction -----></p>			<p>3</p>
<ul style="list-style-type: none"> • Communication of the learning objective is inconsistent or lesson objectives do not consistently align to standards. • Questioning is more heavily aimed at assessing basic student understanding and comprehension. • Sequencing of lessons in most classes is primarily driven by the pacing suggested in instructional materials. • Instruction is most often delivered whole-group with few opportunities for scaffolding learning or the level of rigor is not consistently high. • Formative assessment during instruction is used occasionally or inconsistently between teachers. 	<ul style="list-style-type: none"> • Each teacher clearly communicates with students the standards-based learning objective, directions and procedures, as well as the relevance of the learning. • , Each teacher uses low- and high-level questioning techniques that promote student thinking and understanding. • Each teacher purposefully sequences and aligns standards-based objectives to build towards deep understanding and mastery of the standards. • Each teacher scaffolds instruction to ensure all students, including students with disabilities and English language learners access complex texts and engage in complex tasks. • Each teacher regularly uses formative assessment during instruction to monitor student progress and check for understanding of student learning. 	<p>As evidenced by lesson plans, walk through data, and internal feedback review data, the majority of teachers use effective, research based instructional methods in their classrooms. These methods include clearly communicating classroom objectives, directions and procedures, scaffolding, differentiation, questioning techniques, and various forms of assessment.</p>	

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	Typical School	Effective School	Evidence	Evaluation
Professional Learning	Intervention ----->			4
	<ul style="list-style-type: none"> Decision-making about how to determine which students are in need of intervention, what interventions they receive and how to determine the success of interventions is not regularly monitored. The intervention options are limited (sometimes one-size-fits-all), making it difficult to find a targeted solution to address a particular student's needs. Intervention monitoring and adjustments are left to teacher discretion without school-wide systems. 	<ul style="list-style-type: none"> The school has a systematic approach to administering screening assessments to identify students in need of academic intervention. The school has a systematic approach to administering diagnostic assessments to identify particular skills gaps. Interventions at the elementary level include in-class, small group instruction, push-in support provided by specialists, one on one support and additional supports outside of the classroom. Interventions at the secondary school level include small group instruction, double blocks in literacy and mathematics, push-in support provided by specialists, one on one support and additional supports outside of the classroom Interventions are closely monitored at the ILT, teacher team and individual teacher level so that adjustments can be made at least every 6 weeks. 	<p>All students at Vaughn Occupational High School have disabilities and IEPs, so each receives individualized interventions in their courses based upon data collection, assessments, and IEP data. These interventions are closely monitored by the curriculum and assessment committee, the ILT, grade level teams and the case study team. If a student is found to need additional support outside of the classroom then they are referred to the counseling department. Interventions include one on one and/or small group support based on their needs.</p>	
	Whole staff professional development ----->			2
	<ul style="list-style-type: none"> Whole staff professional development occurs regularly but is not tightly aligned to the school's priorities. Quality, effectiveness or relevance of professional development is not monitored. 	<ul style="list-style-type: none"> The school has a year-long, focused plan for whole staff professional development aligned to school-wide priorities and growth goals. The school has a method for continually monitoring the effectiveness of all professional development (including coaching and teacher collaboration). School-wide structures ensure that professional development is ongoing, job-embedded and relevant to teachers. 	<p>Professional development is based upon priority advancements. Shared leadership allows teachers and other team members to develop and implement professional development sessions based upon needs.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 3: I	Grade-level and/or course teams ----->			3
	<ul style="list-style-type: none"> Teachers meet regularly but it is focused on a mix of activities—planning, professional development, and data analysis—that may change from week to week. Teachers do not have a regular opportunity to discuss progress monitoring data to track effectiveness of student intervention. Ownership for student learning results lies primarily with individual teachers. Planning typically takes place with general education teachers only. Special education, bilingual or other specialists typically plan and meet separately or only join the group occasionally. There are meeting agendas, but no clear protocols or norms for discussion. 	<ul style="list-style-type: none"> Teachers collaborate in regular cycles: quarterly for long-term unit planning, weekly to analyze formative assessment data and plan weekly instruction. Teachers and specialists meet approximately every six weeks to discuss progress-monitoring data for students receiving intervention. Teacher teams share ownership for results in student learning. Teams are inclusive of general education, special education, bilingual teachers and other specialists. Teams are supported by an ILT member, team leader, or “expert”, as appropriate. Teachers have protocols or processes in place for team collaboration. 	<p>All teachers are on subject level and/or grade level teams. These teams are scheduled to meet bi-weekly (alternating between grade level and subject level teams). There is an ILT member on each grade level team. These teams meet to discuss individual student needs, IEPs, analyze data, course mapping, and to discuss priority advancements. Each team fills out an agenda and submits to administration and entire staff.</p>	
	Instructional coaching ----->			2
	<ul style="list-style-type: none"> Coaching typically takes place through informal associations or is only focused on a smaller group of teachers. Formal support for new teachers comes from district-sponsored induction. Professional development decisions are not systematized and left to teacher initiative/discretion. Teachers occasionally receive quality feedback to support individual growth. Peer observation and cross-classroom visitation happens occasionally, but not as an integral part of the school’s plan for professional learning. 	<ul style="list-style-type: none"> Every school has a coaching plan that identifies teacher needs, who provides the coaching, and how frequently. New teachers are provided with effective induction support. Teachers have individual professional development plans tailored to their needs. Teachers consistently receive quality feedback that supports their individual growth. Peer coaching and cross classroom visitation is also used as a form of coaching. 	<p>New teachers are mentored by seasoned teachers. There is an internal feedback team who conducts non-evaluative walkthroughs and then provides feedback to the team based on their observations. Teachers have opportunities to participate in quality professional development both in the building and outside of school. Professional development is recorded and presented monthly to the LSC.</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 4: Climate and Culture	High expectations & College-going culture ----->			3
	<ul style="list-style-type: none"> Some staff members reinforce expectations for all students to aspire to college and career ready standards, or expectations are only reinforced for some students. 	<ul style="list-style-type: none"> Every staff member reinforces school expectations for all students to aspire to college and career-ready standards. The school has developed and is executing an intentional plan to build and maintain a college-going culture. Every student has opportunities for authentic leadership and student voice 	<p>All students at Vaughn have Intellectual Disabilities, therefore college is not typically an option. However, each student has a transition plan on their IEP and individual goals that target post-secondary education/training, post-secondary employment, and independent functioning. Transition fairs are held once or twice a year to bring in post-secondary agencies to help students and parents navigate options for the future. Students have opportunities to engage in student voice and leadership activities such as Mikva Challenge, media production through Street Level, student council, conservation club, two school newspapers, and</p>	
	Relationships ----->			3
	<ul style="list-style-type: none"> Some students form bonds with adult advocates. Patterns of interaction between adults and students and among students are inconsistent.. Students with disabilities are typically confined to a special education classroom with few opportunities to interact with peers. Student home language and culture is often overlooked. 	<ul style="list-style-type: none"> All students have an adult advocate who cares about them deeply and supports them in achieving their goals Patterns of interactions, both between adults and students and among students, are respectful, with appropriate, fair responses to disrespectful behavior Students with disabilities are engaged in the school community, including both physical and social integration. Students' classroom experiences demonstrate value of home language and culture. 	<p>Each student is enrolled in an advisory period, where they interact with the same adult advisor for four or more years. This builds positive relationships between staff and students and gives the student someone they can talk to about school and personal issues. Clear goals and school vision are communicated daily during announcements and class time. These include SOAR and heads not hands pledge. All students have disabilities and are provided opportunities to interact with non-disabled peers in community based instruction activities. They also have the opportunity to participate in Special Olympics teams and after-school clubs. Bilingual courses are offered in the students' native languages and bilingual support staff are available to provide additional language</p>	
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. 	<p>Vaughn establishes and maintains a safe and welcoming school environment for students, staff, families and community members. On the My Voice My School Survey over half of the students felt safe both in and around the school building and when they traveled to and from school. Seventy eight percent of students reported that they felt safe in the classrooms. Sixty six percent felt safe in the hallways and bathrooms. Calm Classroom is used as a school-wide approach to reducing negative behaviors. There is a school</p>	

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	Typical School	Effective School	Evidence	Evaluation
DIMENSION 5: Family and Community Engagement	Expectations ----->			4
	<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. 	All students have IEPs that give detailed information on individual student's performance and expectations for growth through the year. Each IEP has a transition representative that shares transition information with families. Transition fairs are also held yearly to provide families with additional information on post-secondary transition. With report cards, students receive IEP progress reports giving detailed information on each individual benchmark. At the beginning of the school year, each teacher provides parents with a detailed syllabus that states the classroom expectations and grading system. The administration reports to the LSC information on school performance and other information that is important for families. If families are looking to relocate in Chicago, information is given about other programs. We also provide support for families	
	Ongoing communication ----->			4
	<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. 	Staff and parents have scheduled opportunities to interact such as parent/teacher conferences, open house, IEP meetings, freshman connection, and BAC/PAC and LSC meetings. Other forms of communication include monthly calendars and newsletter, school and classroom websites. Teachers are encouraged to communicate at least once a month with parents through phone calls, notes or emails, and/or in person. If needed, the counseling department will	
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. 	Vaughn has an open door policy, encouraging parents and families to be engaged in the school environment and school activities. Scheduled activities to integrate the school, community, and parents include open house and parent/teacher conferences, Fall Festival, Eli's farmers market, Art Mix, Culinary Arts, Vaughn Cafe, Special Olympics events, Choir Concerts, Mikva challenge, Alzheimer's walk, Epilepsy walk, beach clean-up, Night Ministry stocking project, forest preserve clean up, Northside College Prep colloquium, Francis Parker activism project, classes at Wright College, and BAC/PAC and LSC 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
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. 	<p>Counseling staff provides intensive outreach to families through home visits and outside social services agencies such as SASS, DCFS, and the Inspector General’s Office on a needed basis. Staff collaborates with Northlight Theater on presentations about social issues. Individual students are provided opportunities to get free eye examinations, glasses, and dental exams. Special Olympics</p>	
	College & Career Exploration and election ----->			3
	<ul style="list-style-type: none"> Information about college or career choices is provided. 	<ul style="list-style-type: none"> The school provides early and ongoing exposure to experiences and information necessary to make informed decisions when selecting a college or career that connects to academic preparation and future aspirations. 	<p>All students at Vaughn have Intellectual Disabilities, therefore college is not typically an option. However, each student has a transition plan on their IEP and individual goals that target post-secondary education/training, post-secondary employment, and independent functioning. Transition fairs are held once or twice a</p>	
Academic Planning ----->			3	
<ul style="list-style-type: none"> Support for college and career planning is provided for some students. Information and opportunities to explore paths of interest are limited. The school encourages high performing students to plan on taking advanced courses. 	<ul style="list-style-type: none"> The school provides support for student planning, preparation, participation, and performance in their college and career aspirations and goals through a rigorous academic program and access to information and opportunities. (HS only) The school regularly evaluates rigorous course-taking and performance patterns (e.g., AP) and removes barriers to access. 	<p>Vaughn staff members work extensively with students and families to prepare for post-secondary employment, independent living, and education/training options through IEPs, classroom activities, and extra-curricular activities. Students are involved in community based instruction opportunities that connect with their post-secondary goals. The counseling team works individually with students on an individual learning plan.</p>		
Enrichment & Extracurricular Engagement ----->			4	
<ul style="list-style-type: none"> Extracurricular activities exist but may be limited in scope or students may not be purposefully involved in activities that align with their strengths and needs. 	<ul style="list-style-type: none"> The school ensures equitable exposure to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with school. 	<p>All students are provided the opportunity to engage in a wide variety of extra-curricular activities. These include Special Olympics, Close-Up Washington, conservation club, jewelry club, bowling club, book club, yoga club, Spanish club, CAPE, handbell</p>		

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION	College & Career Assessments ----->			3
	<ul style="list-style-type: none"> Students do not participate in college and career ready assessments 	<ul style="list-style-type: none"> The school promotes preparation, participation, and performance in college and career assessments. 	<p>All students complete interest inventories on What's Next Illinois. Other career interest inventories include the Reading Free Vocational Assessment, Work Readiness Assessment, ISBE TOTAL independent living assessment, Janus career values and working conditions surveys, learning style surveys, etc. These surveys are</p>	
	College & Career Admissions and Affordability ----->			2
	<ul style="list-style-type: none"> Students in 11th and 12th grade are provided information on college options , costs and financial aid. 	<ul style="list-style-type: none"> The school provides students and families with comprehensive information about college options and costs (HS only) The school ensures that students and families have an early and ongoing understanding of the college and career application and admission processes, including information on financial aid and scholarship eligibility. 	<p>All students at Vaughn have Intellectual Disabilities, therefore college is not typically an option. However, each student has a transition plan on their IEP and individual goals that target post-secondary education/training, post-secondary employment, and independent living. In IEP meetings families discuss post-secondary plans and the need for financial assistance depending on their options. Transition fairs are held once or twice a year to provide families with additional information on post-secondary agencies.</p>	
Transitions ----->			3	
	<ul style="list-style-type: none"> Transitions between key grades provide families with the required minimum paperwork/information. 	<ul style="list-style-type: none"> The school works to ensure effective transitions—into Kindergarten, at each “benchmark” grade, and from 8th to 9th. (HS only) The school connects students to school and community resources to help them overcome barriers and ensure the successful transition from high school to college. 	<p>All students have transition plans on their IEPs that gives detailed information on students post-secondary education/training, post-secondary employment, and independent living goals. A transition representative is present at each IEP to provide additional information about the transition to adulthood. Students are given the opportunity to work with school-based travel trainers to learn how to use CTA or RTA. Transition fairs are held once or twice a year to provide families with additional information about post-secondary agencies. There is a transition center in the counseling</p>	

School Effectiveness Framework

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

	Typical School	Effective School	Evidence	Evaluation
DIMENSION 7: Resource Alignment	Use of Discretionary Resources ----->			3
	<ul style="list-style-type: none"> School discretionary funding is inconsistently aligned to identified needs and priorities. Outside funding or community partnerships are primarily limited to opportunities that present themselves to the school. Funding of non-priority initiatives is common throughout the year. 	<ul style="list-style-type: none"> School allocates discretionary spending to align with identified needs and strategic priorities. School actively identifies and pursues opportunities to for outside funding or community partnerships to help meet student and staff needs. School maintains focus on use of resources for the student achievement growth necessary for every student to graduate college and career ready. 	<p>The school budget is connected to the SIPAAA and was approved by the LSC. Discretionary budget lines are connected with specific strategic priorities, including transition. Outside funding has been brought into the school through teacher grants such as the Oppenheimer foundation, DonorsChoose, Blue Cross Blue Shields, Adventure Stage, Open Lands, and city agencies.</p>	
	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. 	<p>As soon as there is an open position, school administration immediately works to get the position filled. The administration uses research based questioning strategies and includes staff members as part of the interview panel. We have connections with local universities and have student teachers in our school each semester. We also look to promote from within and encourage support staff to continue their education. Teachers are encouraged to become Nationally Board Certified, and so far five staff members at Vaughn have become Nationally Board Certified. All teachers are highly qualified in their instructional areas and grade/course levels teams were formed with diversity in mind.</p>	
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. 	<p>Currently, the school schedule is based upon student needs. Senior seminar two and three and culinary arts are on block schedules to ensure there is enough time for class work and community based instruction. The schedule was organized to ensure that as many teachers as possible had common planning time with their grade level. Academic structured intervention time is not built into the schedule since all students have IEPs and their instruction is tailored to meet their individual goals. Structured interventions are done for students with vision, speech, PT, OT and</p>		

Mission & Strategic Priorities

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

Mission Statement

Our mission is the educate our students through modified, individualized and rigorous curriculum using practical and differentiated approaches with hands-on opportunities in collaboration with their families, non-disabled peers and the community for the development of occupational skills, academic learning, social/emotional development and independent living skills.

Strategic Priorities

#	Priority Description: Write in the description of your priority.	Rationale: Write in your rationale (see instructions for guiding questions).
1	Teachers will integrate common core standards into all courses which will be reflected in their unit plans and lesson plans.	We scored our school a "2" in "curriculum" and a "3" on "instruction." By utilizing the Common Core State Standards we will ensure all students are receiving rigorous curriculum and instruction in all academic areas. This will be evidenced by individual student growth on IEP goals, school wide summative assessment scores and Illinois Alternative Assessment scores.
2	We will continue to enhance the transition plan on each student's IEP and individual goals that target post-secondary education/training, post-secondary employment, and independent living.	All students at Vaughn have Intellectual Disabilities, therefore college is not typically an option. Although we had scored a "3" in the areas of Transitions, College & Career Assessments, High expectations & College going culture and College & Career exploration and election, we scored a "2" in College & Career Admissions and Affordability. By continuing to provide formal and informal information about post secondary options and continuous improvement in the student's IEP and transition plan, more students will be exposed to the various resources available to them for transitioning.
3	We will provide ongoing community-based instruction focusing on the climate in our school, behavior of our students inside and outside of school, collaboration with outside agencies, and ongoing interaction with non-disabled peers.	We will partner with multiple schools, agencies, and local businesses to ensure that each student has an opportunity for community-based instruction.
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 integrate common core standards into all courses which will be reflected in their unit plans and lesson plans.	We scored our school a "2" in "curriculum" and a "3" on "instruction." By utilizing the Common Core State Standards we will ensure all students are receiving rigorous curriculum and instruction in all academic areas. This will be evidenced by individual student growth on IEP goals, school wide summative assessment scores and Illinois Alternative Assessment scores.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
Professional Development on integrating Common Core standards into the backwards mapping/Understanding By Design unit mapping process will be delivered by teacher leaders to all teachers.	Professional Development	All	ILT and Teacher Leaders from grade level teams	Quarter 1	Quarter 4		
Teachers will use Common Core Standards to backwards map at least one unit plan.	Instruction	All	Teachers	Quarter 1	Quarter 2		
Teachers will use Common Core Standards to backwards map their unit plans for one course.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Teachers will use Common Core Standards to backwards map their unit plans for all courses.	Instruction	All	Teachers	Year 2	Year 2		
Teachers will include Common Core Standards on all lesson plans.	Instruction	All	Teachers	Year 2	Year 2		



Strategic Priority 1

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
We will continue to enhance the transition plan on each student's IEP and individual goals that target post-secondary education/training, post-secondary employment, and independent living.	All students at Vaughn have Intellectual Disabilities, therefore college is not typically an option. Although we had scored a "3" in the areas of Transitions, College & Career Assessments, High expectations & College going culture and College & Career exploration and election, we scored a "2" in College & Career Admissions and Affordability. By continuing to provide formal and informal information about post secondary options and

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
The case manager and counselor will collaborate with Team members in planning the transition of incoming freshmen.	ILT/ Teacher Teams	All	casemanager/counselor	Summer 2012	Quarter 1		
The case manager and counselor will register all of the incoming freshmen.	Other	All	casemanager/counselor	Summer 2012	Quarter 1		
The counselor will plan and facilitate the HSI (High School Investigation) day.	Other	All	counselor	Quarter 4	Quarter 4		
Staff will collaborate with students and their families on the continued development of their transition goals in their annual IEP's .	ILT/ Teacher Teams	All	casemanager/special education teachers/para-professionals	Quarter 1	Year 2		
All students and their families will be invited to attend the annual transition fairs in and out of Vaughn H.S.	Other	All	counselor	Quarter 2	Year 2		
All families will be invited to attend the monthly parent BAC/PAC meetings	LSC/ PAC/ PTA	All	bilingual lead teacher/special education teacher	Quarter 1	Year 2		
The Counselor and case manager will register all students.	Other	All	Counselor/case manager	Summer 2012	Quarter 1		
Students will participate in touring post secondary facilities for possible enrollment after graduation	Other	All	Counselor/Senior Teachers	Quarter 1	Year 2		
Students will participate in community based activities for exposure to possible future employment.	ILT/ Teacher Teams	All	All Team members	Quarter 1	Year 2		
Graduating seniors will participate in various activities in a college setting.	Other	Other student group	Counselor/Senior Seminar Teachers	Quarter 1	Year 2		



Strategic Priority 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
We will provide ongoing community-based instruction focusing on the climate in our school, behavior of our students inside and outside of school, collaboration with outside agencies, and ongoing interaction with non-disabled peers.	We will partner with multiple schools, agencies, and local businesses to ensure that each student has an opportunity for community-based instruction.

Action Plan

Monitoring

Milestones	Category	Target Group	Responsible Party	Start	Completed	Status	Comments & Next Steps
All students will take a battery of interest inventories each academic year to determine which community-based activities the student will participate in.	Instruction	All	Teachers	Quarter 1	Year 2		
Each grade-level team will meet to review interest inventories and create/maintain community partnerships in order to meet students' needs and interests.	ILT/ Teacher Teams	All	Teachers	Quarter 1	Year 2		
At minimum, each individual student will have the opportunity to participate in community-based instruction at least twice per quarter.	Instruction	All	Teachers	Quarter 1	Year 2		
Vaughn Occupational High School will maintain its partnerships with three area high schools where our students can interact with their nondisabled peers.	Instruction	All	Teachers	Quarter 1	Year 2		
Vaughn will foster a relationship with at least one additional Chicago High School and one additional community agency.	Instruction	All	Teachers	Quarter 1	Quarter 4		
Vaughn Team will continue to track behavior data using referral forms, tardy sheets, fight free month calendars, and behavior intervention plans on the IEP and disseminate information on a quarterly basis.	Other	All	Counselor, Teachers, Social Worker	Quarter 1	Year 2		



Strategic Priority 3

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

Action Plan

Monitoring

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

