Charles Allen Prosser Career Academy High School (/school-plans/612)  /  Plan summary

# 2016-2018 plan summary

Team

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Team meetings

| Date | Participants | Topic |
| --- | --- | --- |
| 05/05/2016 | Schall, Harper-Reynolds, Walsh, Shimon, Lahart, Jennings, Covarrubias, Prociuk, Moreno | School Excellence Framework and Priorities |
| 05/10/2016 | Schall, Shimon, Lahart, Jennings, Fluharty, Moreno, Covarrubias | School Excellence Framework and Priorities |
| 05/12/2016 | Spaulding,Walsh, Shimon, Prociuk, Lahart, Covarrubias | Strategy Development and Action Items |
| 05/17/2016 | Shimon, Schall, Harper-Reynolds, Moreno, Fluharty, Spaulding, Prociuk, Jennings, Stephenson, | Strategy Development and Action Items |
| 05/19/2016 | Schall, Shimon, Jennings, Prociuk, Lahart, Spaulding, Covarrubias, Fluharty, Harper-Reynolds, Chilous | Strategy Development and Action Items |
| 05/24/2016 | Schall, Shimon, Jennings, Prociuk, Lahart, Spaulding, Covarrubias, Fluharty, Harper-Reynolds, Chilous, | Strategy Development and Action Items |
| 05/26/2016 | Harper-Reynolds, Shimon, Jennings, Prociuk, Covarrubias | Strategy Development and Action Items |
| 05/31/2016 | Schall, Fluharty, Shimon, Jennings, Lahart, Stephenson | Revisit/ Revise Various Elements of the Plan |
| 06/01/2016 | Schall, Fluharty, Shimon, Jennings | Revisit/Revise Various Elements of the Plan |
| 06/02/2016 | Schall, Fluharty, Mckay, Lahart, Harper-Reynolds, Stephenson, Jennings, Shimon | Revisit/Revise Various Elements of the Plan |
| 06/02/2016 | Schall | Revisit/Revise Various Elements |
| 09/14/2016 | Schall, Weeks, Watson, Jennings, Lahart | Revisit/Revise Strategies |
| 10/27/2016 | Murphy-Wellere, Schall | Updated action plan with status and evidence |

School Excellence Framework

Culture of & Structure for Continuous Improvement                                        4 of 4 complete

**Leadership & Collective Responsibility:**

Leadership & Collective Responsibility is characterized by an unwavering commitment to fulfilling a shared vision of success. There is a clear focus and high expectations for staff and students, motivating the entire school community to continue striving for success for every student.

Score

1  **2**  3  4

We recognize as a school that we need to revisit both our mission and vision statements. Our goal is to do a deep dive into data and instructional practices in order to develop that revised mission and vision by the end of July 2016. Our ILT minutes reflect that this discussion has begun.

In the past, our focus has been slightly fragmented. Programs operated as independent entities which resulted in varied commitments to fulfilling a shared vision for success. Moving forward, our focus is on the International Baccalaureate and Career Technical Education programs. Our challenge as a school is to find an effective means of uniting these two disparate programs into one cohesive, driving mission and vision that supports and furthers teaching and learning in all parts of the building. Our goal is to become the premier CTE and IB program in the city. The IB Career Programme is the bridge between IB and CTE so in supporting that, we will support the whole. When this occurs, there are clear paths to leadership and collective responsibility because all students and teachers in the building are encompassed by the mission and vision. Over 400 students in the building are part of the IB at some point during the day--IB DP or CP--which means that all of our vocational teachers have IB students in front of them at some point during the day. Those students spread into academic classes being taught by both IB and non-IB teachers. This critical mass of teachers and students will infuse the IB philosophy and Learner Profile throughout the building with support from the revised mission and vision.

In the end, it is our hopes that all teachers will be IB certified and offer each student a the opportunity to explore significant content and develop disciplinary and interdisciplinary understanding that meets rigorous learning standards.

## Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders Collaborative Teachers |
| CPS Framework for Teaching | 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management |

**Instructional Leadership Team:**

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1    2    **3**    4

This year, the ILT has effectively worked to reflect on teaching and learning in a way that integrates IB philosophies and practices throughout the building. We began with looking at REACH teacher performance data and identified areas of strength and areas for growth. As a result, we learned that components 3B and 3C were the areas that we should focus our professional development efforts. In the SY14-15 school year, more than 25% of the teaching staff received a proficient or lower rating in component 3B (Using Questioning and Discussion Techniques) and more than 50% of the staff received proficient or lower in component 3C (Engaging Students in Learning). Using this data, we developed a multiple cycles of learning to benefit student growth and retool our instruction to be more student centered.

Embedded in the cycles were professional development provided by ILT members, data analysis in the form of learning from adult and student work, strategies for reengagement, peer review with feedback, and communication with stakeholders. Through the process, we recognized that we could explore more and varied data sources and that we did not yet have a team that reflects all of our specialty programming.

We recognize the need for a CTE representative on the ILT--particularly in support of a revised mission and vision, as well as DL and PE. A goal is to increase our use of data to drive decisions; however, in order to become more sophisticated in our use of data, the team needs training using both Dashboard and interpreting and leveraging results. We would like Network support in this area, perhaps having the Network Data Strategist come out and work with the ILT during one of our retreat days. Until we have access and knowledge about using Dashboard to its greatest extent, we have used Google Forms to collect in-house, subjective data from teachers throughout the school year.

## Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?"** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?"**
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ ILT Effectiveness Rubric Score<br>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)<br>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff<br>✓ Teacher team agendas/minutes reflective of ILT focus |
| Measures | ✓ Five Essentials: Instructional Leadership |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A1. Assesses the Current State of School Performance and Develops a CIWP<br>A2. Implements Data Driven Decision Making and Data Driven Instruction<br>B5. Supports Teacher Teams |

**Professional Learning:**

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 **2** 3 4

A growth area for Prosser is having a formalized induction and support system with mentors for new teachers. New teachers need more support and this support needs to continue beyond the first year. Currently, outside of Academic Department Chairs, informal observations and REACH, we do not have a program specifically designed to support new teachers.

Much like our new teacher population, our CTE program needs individualized professional learning. In precious years, CTE was parceled in with multiple departments depending on prep availability. This led to minimal direct/specialized development geared towards expanding the knowledge base of all CTE teachers. Many teachers in our CTE Department could use support with planning and preparation and aligning the Common Core State Standards to the NOCTI and CTE Employability Standards. We recognize that if we are to become the premier CTE and IB program in the city, then we must begin to align the academic focuses of both programs and identify ways in which the two could support one another.

We presently only have common planning time for core areas. Many of these elements are in practice here at Prosser for the first time and we are acclimating to a new culture in the building. We feel we are in our infancy and are currently in a 'safe practice' period of our own doing all of this: creating PLCs, offering sustained PD, fostering collaboration, et cetera. Next school year, each department will have common planning that provides specific and streamlined professional development directly connected to the mission, vision and identified targeted instructional area.

As we grow more sophisticated in planning and implementing cycles of learning, we would like to protect time to discuss and explore educational philosophy, in addition to shifts in practice. This would include a discussion of standards-driven instructional planning, standards-based grading and using assessment to drive instructional and curricular revision.

## Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
  - Teachers provide and accept collegial support and feedback to/from colleagues.
  - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

## Evidence, Measures, and Standards

| | |
|---|---|
| Suggested Evidence | ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?<br>✓ PD agendas, PD feedback surveys<br>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished) |
| Measures | ✓ SQRP Attainment and Growth<br>✓ Five Essentials: Collaborative Teachers |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4d. Growing and Developing Professionally<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | B2. Observes and Evaluates Staff and Gives Feedback to Staff<br>B6. Professional Development Provided for Staff |

**Aligned Resources:**

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 **2** 3 4

Prosser is successful partnering with community and educational outreach organizations that benefit teaching and learning and directly impact students. Our hiring practices never occur in isolation. Multiple stakeholders are given voice in this process. Our leadership is working to prioritize innovations in developing aligned resources in the face of a budget crisis. An example of this would be our use of warehoused CPS supplies and furniture to revitalize areas of our building that needed attention.

Prosser Career Academy is partnering with various organizations throughout Chicagoland and the state of Illinois in order to expand and improve our CTE programs. Specifically, we are partnering with the AFL in order to broaden a number of our CTE Programs (automotive tech and automotive body). We are also partnering with Manufacturing Renaissance to enhance our Manufacturing Program. Finally, we are exploring other avenues to increase opportunities for our students with the intention of increasing career certifications.

Prosser's International Baccalaureate Career Programme affords our vocational students the opportunity to take college preparatory classes while studying career arts. We intend to continue supporting the core components of the program-- Community & Service, Language Development and a Reflective Project--in order to help students link career and academics in a more holistic way. This is a new program for Prosser and CPS and continues to be a work in progress as we expand leadership. We would like to develop more outside partnerships so that students can satisfy the Community & Service component in a way that explores their vocational education. Our five-year IB review is next year and that will call on us to review all of our policies and protocols, including self study. It is important that we continue to serve and support our large freshman and sophomore cohorts, making sure they continue and succeed in the CP.

In the Diploma Programme this year, we have experienced teacher turnover and our goal is to keep our subject scores the same. Our goal for subject scores 4 or higher is 63%. More communication in grade-level teams will ensure success and it is important that we continue to find ways to support the core components: Creative/Action/Service, the Extended Essay and Theory of Knowledge. We are interested in spreading the IB Learner Profile and the IB Approaches to Teaching and Learning throughout the building. It is important to weave the IB Learner Profile into our professional development and allow sufficient planning time for teachers to integrate philosophy and practice.

We want to continue to financially support recruitment through publicizing our successes and the benefits of the IB programs at Prosser, running information sessions for prospective students and developing partnerships with our feeder schools that showcase Prosser.

## Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
    - Use CPS Instructional Time Guidelines to maximize instructional time.
    - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
    - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
    - Leverage strategic source vendors to maximize dollars.
    - Seek and obtain grants to support articulated needs.
    - Use grant funds strategically to support areas of highest need.
    - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**

- Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
- Use an interview process including a protocol for questioning and select highly qualified candidates.
- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
  - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
  - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
  - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
  - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
  - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
  - Monitor the impact of partner organizations' activity.

## Evidence, Measures, and Standards

### EVIDENCE, MEASURES, AND STANDARDS

| | |
|---|---|
| Suggested Evidence | ✓ Schedules<br>✓ Teacher retention rates<br>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)<br>✓ Candidate interview protocol documents<br>✓ List of community-based organizations that partner with the school and description of services<br>✓ Evidence of effectiveness of the services that community-based organizations provide<br>✓ Budget analysis and CIWP |
| Measures | ✓ Five Essentials |
| Five Essentials | Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 4a. Reflecting on Teaching & Learning<br>4e. Demonstrating Professionalism |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time<br>B4. Hires and Retains Highly Effective Teachers |

**Curriculum:**

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. The curriculum fully integrates academic and social emotional learning opportunities for all students, including diverse learners, English learners, and advanced learners. The school regularly examines the curriculum to check alignment to standards and opportunities for all students to meet those standards.

Score

1  2  **3**  4

Aligned curriculum documents were not always common practice. In SY16, common planning time was established for core content areas. Course teams were tasked with backwards planning to make curriculum adjustments and to use protocols to determine if unit plans reflected student centered learning. We learned that there was need to be more specific when writing lesson and unit plans. Some of the plans we were writing were very general and provided little detail about the expected student outcomes. We also noticed that there were aspects of the IB Unit Planner that would support our efforts to meet our vision of aligning all instruction in the building.

All of these documents are in development and we are dedicated to creating time, reflective practice and collaborative structures to do this with great fidelity. It is necessary for us to develop curriculum that more fully integrates English learners and meets SEL standards and we are already approaching this issue, as well as establishing more clear leveling protocols for programming students in on-track classes, honors classes and IB/AP classes.

As a result, we currently have 1/3 of our instructional alignment complete. If budget allows, we plan to spend the summer of 2016 preparing to begin the school year with the entire year planned and focused.

## Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-

library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
- Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.

○ **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
- Focus so units can be adequately addressed in the time available.
- Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).

○ **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
- Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.

○ **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
- Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).

○ **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
- Diverse learners to demonstrate core knowledge and skills.
- English Learners to develop academic language to demonstrate mastery.
  - Use English and native language development in addition to content standards to differentiate for English learners.
  - Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.

○ **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTlxYTgz), etc.)**

○ **Integrate academic and social emotional learning.**

○ **Reach outside of the classroom for real world (or simulated) application. For example,**
- Incorporate web capabilities for interactivity and information sharing.
- Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Curriculum maps, vertical/horizontal<br>✓ Sequencing and pacing guides<br>✓ Thematic units which cover multiple disciplines<br>✓ Comprehensive unit plans including assessments |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Effective Leaders<br>Collaborative Teachers |
| CPS Framework for Teaching | 3a. Communicating with Students<br>3c. Engaging Students in Learning<br>1a. Demonstrating knowledge of content and pedagogy<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices<br>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

**Instructional Materials:**

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 **2** 3 4

We are in the process of making sure our instructional materials are state of the art and in line with district expectations. We have recently surveyed our EL materials to see what textbooks are needed in students' native languages and these have been ordered, as well as additional DL supports.

We have recently integrated an entirely new mathematics curriculum with both online support and consumables. One frustration is our inability to upgrade or download new softwares that would support classroom instruction and which would supplement textbooks that have not been replaced in several editions.

We currently offer 10 CTE programs that operate using modern equipment to prepare students for life skills. Our plan is shift our focus towards using said equipment for the development of career ready certifications and employability. The plan for SY16-17 is to adopt a new literacy curriculum that will support our efforts to incorporate literacy in all content areas. Part of the purpose is to align CTE and IB instruction in a way that reading assignments support writing assignments and they both support the Common Core expectations for reading and writing in IB and Career Placement courses.

## Guide for Instructional Materials

**Instructional materials (including technology) are…..**

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
| --- | --- |
| Suggested Evidence | ✓ Cross-section of materials from a variety of content areas and grade levels<br>✓ Evidence of scaffolding and differentiation for all students to access the content/skills<br>✓ Description of materials in curriculum and/or lesson plans<br>✓ Presence of varied texts, supplementary media (e.g. videos) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction<br>Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating Knowledge of Content and Pedagogy<br>1b. Demonstrating Knowledge of Students<br>1c. Selecting Learning Objectives<br>1d. Designing Coherent Instruction |
| CPS Performance Standards for School Leaders | A3. Allocates Resources to Support Student Learning, Prioritizing Time |

**Rigorous Student Tasks:**

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1  **2**  3  4

This is a process for us. We are doing an excellent job of regularly examining student work, engaging in peer observations and looking at curricular trends. The next step is shifting practice to ensure that student tasks are universally rigorous and meet student at their need to push growth and learning. In order to make the next step, we must begin to strategically use data to make informed decisions. That means, focusing on specific data sets and setting goals to establish check-points towards our goals.

We do create authentic learning opportunities for students: History Fair, a literary website, the school play, the arts showcase, tech fest. We are pushing our (TIA) targeted instructional area of student centered learning with a focus on Accountable Talk and increasing student responsibility for their own learning and that of their peers. We are working towards this being an every classroom every day experience. We do focus on college and career readiness and would like to set higher goals for ourselves in this area.

Most recently, using the LFSW (Learning from Student Work) protocol has provided a guid for TCTs and Departments to discover what students understand and how they are thinking. With the student as the center of the discussion, teachers use a critical lens to determine the complexity of the task, the expectations of the teacher for the student and provides opportunity for feedback and reflection.

## Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Cross-section of student work from a variety of content areas<br>✓ Observation of student learning (e.g. learning walks/walkthroughs)<br>✓ Focus group(s) and discussions with students |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious instruction |
| CPS Framework for Teaching | 1d. Designing Coherent Instruction<br>2b. Establishing a Culture for Learning<br>3b. Using Questioning and Discussion Techniques<br>3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

**Transitions, College & Career Access & Persistence:**

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful.  The school is characterized by structures for developing early postsecondary awareness and the knowledge and skills that lay the foundation for the academic rigor and social development necessary for college and career success. Students are equipped with the confidence in their ability to implement and adapt their plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)

Our college persistence is high and a source of pride at Prosser. We have a Freshman on Track coordinator that helps incoming students acclimate and provides support to them. For the last three years we have consistently maintained an 89% or higher FOT rate. During SY15-16, the FOT Coordinator became the On-Track Coordinator, expanding her efforts to support sophomore students as well. As a result, we currently have a Sophomore On-Pace rate of 88%.

Because we are a vocational school, we have many pathways to post-secondary work, internships and college opportunities. On the 2015 School Quality Rating Report, for Graduation and Post Secondary Success, Prosser received all 5 ratings points for both 4 year cohort graduation rate (85.8%- up 2.5% from 2014) and early college and career credentials (67%- up 13.6% from 2014). In addition, we have a 61.7% College enrollment rate (Class of 2014) and 67.8% College persistence rate (Class of 2013). We were also recognized for having a 2.3% drop out rate.

We have some protocols in place to usher underclassmen into leadership roles; however, we can certainly build other rites of passage into our norms. We do not currently use Naviance but we are moving to it. Our goal is to increase our efforts to formalize and track student progress beyond our partnership with OneGoal.

## Guide for Transitions, College & Career Access & Persistence

- ○ **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
    - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
    - Monitor the progress of English learners after transition from services.
    - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to:  High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
    - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
        - Use student data and best practices research to develop focused programs.
        - Expand access beyond students who are struggling academically.
        - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
    - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
        - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
        - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
        - Start the conversation about college in primary grades.
        - Make parents aware of academic opportunities and supports for their child.
    - **READINESS – Ensure equitable access to college preparatory curriculum.**
        - Provide access to 8th Grade Algebra to all eligible 8th grade students.
        - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
        - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
        - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
        - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
        - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
    - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
        - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
        - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
        - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
        - Applying to multiple colleges—generally three or more.
        - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards



**EVIDENCE, MEASURES, AND STANDARDS**

| Suggested Evidence | ✓ Data on college visits and college fair information<br>✓ Naviance Monthly Data<br>✓ Scholarships earned<br>✓ Artifacts, plans, or timelines related to successful transitions structures<br>✓ To & Through data |
|---|---|
| Measures | ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates<br>✓ Early College and Career Credentials |
| Five Essentials | Ambitious Instruction          Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort<br>C2. Builds a culture of high aspirations and achievement for every student. |

**Instruction:**

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 **2** 3 4

> We are pleased to report that our Cycles of Learning this year target student-centered learning and discussion techniques. This is an area of pedagogical practice we are actively working on, but analyzing trends forces us to admit that it is not an area where we have mastery at this point. We are working to retool our instructional planning practices to better anticipate student misconceptions and raise the level of questioning our teachers use. The results of our EL audit have motivated us to purchase and utilize more current and more accessible resources and this program is being redesigned. There has been an emphasis this year on student remediation, which should place more responsibility on the students and their progress. We are working towards a shared vision for how these will be used, but we are not there yet.

## Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.
  - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
  - Monitor progress and check for understanding for individual students.
  - Change instructional practice based on analysis of current data.
  - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
  - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) <br> ✓ Informational observations, peer observations, learning walks <br> ✓ Lesson studies |
| Measures | ✓ SQRP Attainment and Growth <br> ✓ REACH observation trends (de-identified) |
| Five Essentials | Ambitious Instruction <br> Effective Leaders <br> Supportive Environment |
| CPS Framework for Teaching | 3a. Communicating with Students <br> 3b. Using Questioning and Discussion Techniques <br> 3c. Engaging Students in Learning <br> 3d. Using Assessment in Instruction <br> 3e. Demonstrating Flexibility and Responsiveness |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices <br> B2. Observes and Evaluates Staff and Gives Feedback to Staff |

**Multi-Tiered System of Support:**

Score

1 **2** 3 4

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

We are at a compliance level with many of these aspects of MTSS and we exceed expectations in several other areas. We have a sophisticated intervention and support system for transitioning and struggling freshmen students and have added sophomores to this target group. We have PLPs and our BHT team meets regularly to discuss intervention strategies and approaches for particular students; however, this is not universal and teachers outside of these committees and teams may be unaware of these protocols.

Our dean is certainly familiar with and uses the language of MTSS but our staff may need more training to fully acclimate. The Attendance staff works to contact and encourage the chronically absent with 5-day and 10-day letters and phone calls home. We need to work more towards integrating SEL standards into our lessons and recognizing the relationship between academic and behavior expectations. The SEL standards are being utilized in some classes, but again this is not universal. Our teachers need more professional development in this area. We make robocalls home about major school events and individual teachers make parent contacts about classroom issues. It is important that we work more to engage families and communicating mission, vision, supports and interventions.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.
  - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
  - Classrooms are student-centered with student agency.
  - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.

- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.

## Evidence, Measures, and Standards



### EVIDENCE, MEASURES, AND STANDARDS

| | |
|---|---|
| Suggested Evidence | ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)<br>✓ Evidence of Personal Learning Plan (PLP) implementation<br>✓ Integrated data system that informs instructional choices<br>✓ Flexible learning environments<br>✓ Use of student learning plans<br>✓ Use of competency-based assessments<br>✓ Use of personalized learning rubric<br>✓ Evidence of On Track monitoring and supports |
| Measures | ✓ SQRP Attainment and Growth<br>✓ Attendance Rates<br>✓ Course success rates (e.g. grade distributions, pass/failure rates) |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 1a. Demonstrating knowledge of content and pedagogy<br>1b. Demonstrating Knowledge of Students<br>1d. Designing Coherent Instruction<br>2d. Managing Student Behavior<br>3d. Using Assessment in Instruction<br>3e. Demonstrating Flexibility and Responsiveness<br>4b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B3. MTSS Implemented Effectively in School |

**Balanced Assessment & Grading:**

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

## Score

1 **2** 3 4

> Our lack of consistency in this area needs to be acknowledged. Some teams in some departments are meeting regularly to collaborate, create assessments and calibrate grading. This year, math practice has been strengthened by having a dedicated Math Coach and the implementation of innovations in the classroom both in practice and assessment. The science department is transitioning to NGSS standards and is meeting routinely to meet these changes. The English department meets in TCTs twice a week to collaborate and create common assessments. We are new to these collaborative structures and while many teachers meet expectations it is not true that all teachers are doing this work with fidelity and exhilaration. As mentioned, we do not universally use the MTSS language, so we do not utilize specific Tier 1-2-3 interventions in our instructional planning or we do but we do not document that effectively. There is not enough re-engagement around assessment.
>
> Our goal for SY16-17 is to begin to critically look at student data and establish a tiering system that better supports student access and persistence. In doing so, the plan is to formalize a standards based system that better informs students of mastery beyond completion of a task.
>
> Another effort of ours is to extend our core instruction into CTE programs with the use of project based learning. With the addition of capstone projects, students can pursue independent research on a question or problem of their choice connected to their career path, much like the IB creativity, activity, service (CAS) project required for students in the IB program.

## Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design (http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**

- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- **Improve and promote assessment literacy.**
    - Work together on building common assessments within a department, course, or grade level team.
    - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
    - Use common protocols and calibrate on scoring and grading in teacher teams.
    - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - Measure, report, and document student progress and proficiency:
        - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
        - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Examples of a variety of teacher created and teacher selected assessments<br>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan<br>✓ Evidence of assessment data analysis for the purpose of planning<br>✓ Assessment calendar<br>✓ Examples of gradebooks<br>✓ School's grading policy<br>✓ Grade distribution reports (course success rates) |
| Measures | ✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction |
| CPS Framework for Teaching | 1c. Selecting Learning Objectives<br>1e. Designing Student Assessment<br>3d. Using Assessment in Instruction<br>4a. Reflecting on Teaching & Learning<br>4b. Maintaining Accurate Records |
| CPS Performance Standards for School Leaders | B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices |

**Culture for Learning:**

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1  **2**  3  4

We are trying to develop a growth mindset for teachers and students through professional reading and practice. Our CTE program needs individualized professional learning. In precious years, CTE was parceled in with multiple departments depending on prep availability. This led to minimal direct/specialized development geared towards expanding the knowledge base of all CTE teachers. Many teachers in our CTE Department could use support with planning and preparation and aligning the Common Core State Standards to the NOCTI and CTE Employability Standards. We recognize that if we are to become the premier CTE and IB program in the city, then we must begin to align the academic focuses of both programs and identify ways in which the two could support one another.

There is some level of student self assessment throughout the building, but it is not universal and the depth is varied. Within some curricular programs, there is a strong culture for learning but this varies from program to program. In IB classrooms, the Learner Profile is prominently posted and expectations are set consistently. We could use the common areas of our building more to communicate academic and behavior expectations. An emphasis on Accountable Talk this year with a focus on 3b practice has increased student ownership and this has been implemented throughout the building to greater and lesser degrees. Developing academic behaviors and mindsets is a focus for us and we are already planning PD in these areas next year. We have engaged in Learning From Adult Work and Looking at Student Work protocols this year to help hone our instructional practice and assessment.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

| Evidence, Measures, and Standards | |
| --- | --- |
| Suggested Evidence | ✓ Sample of individual student learning goals from a cross-section of teachers<br>✓ Also review student work evidence from Rigorous Student Tasks |
| Measures | ✓ Five Essentials – Ambitious Instruction<br>✓ SQRP Attainment and Growth |
| Five Essentials | Ambitious Instruction<br>Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 2b. Establishing a Culture for Learning |
| CPS Performance Standards for School Leaders | C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort |

**Relational Trust:**

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to
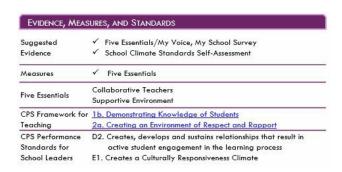
Score

1 **2** 3 4

the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

We have several small programs that foster mentorship: upperclassmen work actively with underclassmen, and these are successful. These programs only cater to a small number of students. We have a freshman-on-track coordinator who works actively with transitioning and struggling freshmen and those students know they have an adult they can turn to when they are in need. Certainly, we have positive student/teacher relationships for the most part in the building and it is our belief that many students believe they are cared for in some way here at Prosser. We have not leveraged these relationships in the best way to deter truancy. We have struggled in the past to engage diverse families. Our PAC meetings are better attended now than they were in the past. We would like to have set agenda at the start of the year of events that families can attend. Our website is a work in progress, but we hope it will be a destination for parents to find out about what Prosser can offer them. In terms of relational trust, we believe that there is teacher/student trust and student/student trust but there is not universal adult/adult trust in the building. Some of this may be attributed to having a new administration and learning what the expectations of this new administration are as we are being held accountable to new expectations. In addition, we have many new staff members. Some of this was preexisting.

## Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Five Essentials/My Voice, My School Survey<br>✓ School Climate Standards Self-Assessment |
| Measures | ✓ Five Essentials |
| Five Essentials | Collaborative Teachers<br>Supportive Environment |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students<br>2a. Creating an Environment of Respect and Rapport |
| CPS Performance Standards for School Leaders | D2. Creates, develops and sustains relationships that result in active student engagement in the learning process<br>E1. Creates a Culturally Responsiveness Climate |

**Student Voice, Engagement, & Civic Life:**

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 **2** 3 4

Prosser tries to increase access to various programs for students, we currently offer CTE, IB, AP, NJROTC and Dual Credit. We would like to focus our efforts on expanding IB CP and Dual-Credit for students. Our goal this year has been to expand our partnership with the City Colleges of Chicago to offer additional dual-credit opportunities in the areas or Math and Science and CTE Machining. We recognize that equal emphasis needs to be given to On-Track students.

An area of strength for Prosser is extracurricular programming: we have clubs that target many academic and social interests. In fact, some of our students are so involved it is difficult to schedule club meetings. In truth, it is a segment of students that are invested heavily. We attempt to make room for students to have voice, but it is difficult for them to find their channel. We now have an LSC student rep who is vocal and represents the student body well and the student who has been elected for SY16-17 is equally adept.

We have tried student councils in the past, but currently we only have an IB student council, but administration has met with students to spread this leadership. A school newspaper would allow students greater voice. We have had a school newspaper in the past and are revisiting this idea. We have also begun the process of an online literary magazine, which will give students creative voice. CTE and several other teachers have strong connections to outside organizations that bring our students out of the classroom and into the world.

## Guide for Student Voice, Engagement, & Civic Life

**Students…**

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

## Evidence, Measures, and Standards

| | |
|---|---|
| Suggested Evidence | ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)<br>✓ Student interest surveys (and/or other avenue for student input)<br>✓ Policies regarding student engagement in decision making<br>✓ Student government or committee charter and responsibilities<br>✓ MVMS Student Survey completion rates and results |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 1b. Demonstrating Knowledge of Students<br>2a. Creating an Environment of Respect and Rapport<br>3c. Engaging Students in Learning |
| CPS Performance Standards for School Leaders | D3. Utilizes Feedback from Multiple Stakeholders for School Improvement |
| Content Standards | Social Science 3.0<br>Social Emotional Learning Standards |

**Safety & Order:**

**Score**

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

1  **2**  3  4

Generally, our students feel safe in the building. All students come through metal detectors on their way into the building and their backpacks are x-rayed. All teachers and students receive the CPS Code of Conduct at the start of every school year; however, our protocols are loose and individual teachers handle discipline issues in their own way. The data from the 2016 5 Essentials Survey revealed a weak performance from students. Close to 1/2 of the student surveyed (42%) said they felt somewhat safe or not safe around the schools and 41% of students surveyed said they felt somewhat safe or not safe traveling home. However, when surveyed about their feeling on safety inside of the school, 81% of students said they felt safe in the washrooms and and 84% said they felt safe in the school hallways.

We have facilitated Embedded Professional Development around the Groups within the Code of Conduct but our teachers continue to refer students to the discipline office for classroom management issues. Individual teachers engage in positive behavior supports, but this is not universal practice. We use Student Logger to manage discipline, attendance and behavior records and referrals and engage in formal Restorative Practice through our Discipline Office, Behavior Health Team meetings, and have a Safe School Ambassadors program. That said, a small cohort of teachers and staff are trained in these protocols and it would benefit our student body and general work environment if more teachers were familiar with them and that would potentially make them more receptive. Behavior expectations are shared class to class but they are not consistent. Many of our teachers do supervise and interact with students in common areas, but again this is not universal.

## Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

| | |
|---|---|
| Suggested Evidence | ✓ MVMS score – "Safety"<br>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?<br>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.<br>✓ School Climate Standards Rubric/Assessment |
| Measures | ✓ Five Essentials – Supportive Environment score<br>✓ My Voice, My School Survey "Safety" score |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport<br>2c. Managing Classroom Procedures<br>2d. Managing Student Behavior |
| CPS Performance Standards for School Leaders | A4. Creates a Safe, Clean and Orderly Learning Environment |

**Restorative Approaches to Discipline:**

Score

1   2   **3**   4

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

> The majority of our students are on-track and respond well to our academic, attendance and behavioral expectations. In fact, the district has recognized us with a Supportive Schools designation. We have only a small number of students who need any interventions beyond Tier 1. That said, we could be more proactive to reinforce positive student behavior, but the Behavioral Health Team does meet each week to discuss student concerns. Many teachers post positive expectations but they are not consistent from room to room. We struggle to engage families as partners and our ratio of positive to negative phone calls home is imbalanced. Some teachers are aware of and implementing SEL standards but very few and this is an area we need further professional development. We do not have an effective MTSS team at the moment, but we do have people who have been trained. Developing a School Climate Team would support these and other endeavors. Having consistent protocols for classroom management, expectations and discipline is an area we need improvement. The team sitting at the table at the moment is not well versed in how successful the Restorative Conversations are and we need more information.

## Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards



| EVIDENCE, MEASURES, AND STANDARDS | |
|---|---|
| Suggested Evidence | ✓ Misconduct data (Dashboard)<br>✓ My Voice, My School survey responses |
| Measures | ✓ Five Essentials – Supportive Environment |
| Five Essentials | Supportive Environment |
| CPS Framework for Teaching | 2a. Creating an Environment of Respect and Rapport<br>2d. Managing Student Behavior<br>4c. Communicating with Families |
| CPS Performance Standards for School Leaders | C3. Staff/Student Behavior Aligned to Mission and Vision of School |
| Content Standards | Social Emotional Learning Standards |

**Parent Partnership:**

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1  2  **3**  4

> In this area, we celebrate strengths and work on weaknesses. Our building is welcoming and there are parents here in the building all the time and we routinely have interpreters ready to facilitate communication. Our PAC meetings are increasingly well attended and we host a Back to School Open House and have consistent attendance at Report Card Pick Up. We make robocalls and send information letters home in Spanish and English. Many teachers are making frequently phone calls home to report on both positive and struggling behaviors; however, this often only happens at the extremes of student behavior. We do not offer sophisticated and robust supports to parents that specifically target their needs.

## Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
  - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
  - Host events for parents to share with other parents how home and school complement each other.
  - Share best practices around learning and development with parents to support students at home.
  - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
  - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
  - Assist parents to volunteer in the school and/or participate on teams/committees.
  - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
  - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
  - Send regular, positive, personalized communication from a staff member.
  - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
  - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
  - Information is provided to parents in their native language.
  - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

| Suggested Evidence | ✓ Examples of communication methods and content<br>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.<br>✓ Outreach efforts<br>✓ Documentation of responsiveness to Parent Support Center concerns raised<br>✓ Event agendas, flyers<br>✓ Fundraising activities and amounts (if applicable)<br>✓ How does the school honor and reflect the diversity of families including language and culture? |
|---|---|
| Measures | ✓ Five Essentials Score – Involved Families<br>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust |
| Five Essentials | Involved Families |
| CPS Framework for Teaching | 2c. Managing Classroom Procedures<br>4c. Communicating with Families |
| CPS Performance Standards for School Leaders | D1. Engages Families |

## School Excellence Framework Priorities

| Score | Framework dimension and category | Area of focus ⊘= Not of focus |
|---|---|---|
| 2 | Culture of & Structure for Continuous Improvement: Aligned Resources | 1 2 3 4 5 **⊘** |
| 2 | Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility | 1 2 3 **4** 5 ⊘ |
| 2 | Culture of & Structure for Continuous Improvement: Professional Learning | 1 2 3 4 5 **⊘** |
| 2 | Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading | 1 2 3 4 5 **⊘** |
| 2 | Expectations for depth & breadth of Quality Teaching: Instruction | **1** 2 3 4 5 ⊘ |
| 2 | Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support | 1 2 **3** 4 5 ⊘ |
| 2 | Expectations for depth & breadth of Student Learning: Instructional Materials | 1 2 3 4 5 **⊘** |
| 2 | Expectations for depth & breadth of Student Learning: Rigorous Student Tasks | 1 2 3 4 5 **⊘** |
| 2 | Expectations for Quality & Character of School Life: Culture for Learning | 1 2 3 4 5 **⊘** |
| 2 | Expectations for Quality & Character of School Life: Relational Trust | 1 **2** 3 4 5 ⊘ |
| 2 | Expectations for Quality & Character of School Life: Safety & Order | 1 2 3 4 5 **⊘** |
| 2 | Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life | 1 2 3 4 **5** ⊘ |
| 3 | Culture of & Structure for Continuous Improvement: Instructional Leadership Team | 1 2 3 4 5 **⊘** |
| 3 | Expectations for depth & breadth of Student Learning: Curriculum | 1 2 3 4 5 **⊘** |
| 3 | Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence | 1 2 3 4 5 **⊘** |

| 3 | Expectations for Quality & Character of School Life: Parent Partnership | 1 | 2 | 3 | 4 | 5 | Ø |
|---|---|---|---|---|---|---|---|
| 3 | Expectations for Quality & Character of School Life: Restorative Approaches to Discipline | 1 | 2 | 3 | 4 | 5 | Ø |

## Goals

### Required metrics (Highschool)                                                    13 of 13 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---|---|---|---|

**My Voice, My School 5 Essentials Survey**

| | | | | |
|---|---|---|---|---|
| We are interested in overall better participation because it will give us a better understanding of stakeholder attitudes. We need to determine the actual number of respondents in order to set an improved goal. This school year, 73% of teachers and 62% of students completed the 2015-2016 survey. Parent numbers have not yet been tallied. We feel we should have 100% teacher completion and at least 75% for students. | (Blank) | (Blank) | (Blank) | (Blank) |

**National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

| | | | | |
|---|---|---|---|---|
| NA - SAT being administered. For the fall 2015 PSAT/NMSQT administration for our tenth graders, growth data was unavailable. Using the school scores, it is clear that we need to provide focused preparation in order for more students to meet math benchmarks. We need to continue support student success in meeting ERW benchmarks. We expect to see strong growth in math and ERW. | 23.00 | (Blank) | 0.00 | 0.00 |

**African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

| | | | | |
|---|---|---|---|---|
| For the fall 2015 PSAT/NMSQT administration for our tenth graders, 18% of our African-American sub-group met both benchmarks. However, 82% met ERW benchmarks. We need to provide focused preparation in order for more that 18% of our African-American students to meet math benchmarks. We need to continue support student success in meeting ERW benchmarks. | 5.00 | (Blank) | 50.00 | 60.00 |

**Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

| | | | | |
|---|---|---|---|---|
| For the fall 2015 PSAT/NMSQT administration for our tenth graders, 34% of our Hispanic sub-group met both benchmarks. However, 89% met ERW benchmarks. We need to provide focused preparation in order for more that 36% of our Hispanic students to meet math benchmarks. We need to continue support student success in meeting ERW benchmarks. | 29.00 | (Blank) | 50.00 | 60.00 |

**English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

| | | | | |
|---|---|---|---|---|
| NA - SAT being administered. For the fall 2015 PSAT/NMSQT administration for our tenth graders, English Learner Data was unavailable. Using the school scores, it is clear that we need to provide focused preparation in order for more students to meet math benchmarks. We need to continue support student success in meeting ERW benchmarks. | (Blank) | (Blank) | 0.00 | 0.00 |

**Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

| | | | | |
|---|---|---|---|---|
| NA - SAT being administered. For the fall 2015 PSAT/NMSQT administration for our tenth graders, Diverse Learner Data was unavailable. Using the school scores, it is clear that we need to provide focused preparation in order for more students to meet math benchmarks. We need to continue support student success in meeting ERW benchmarks. | 1.00 | (Blank) | 0.00 | 0.00 |

**National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments**

| | | | | |
|---|---|---|---|---|
| For the fall 2015 PSAT/NMSQT administration for our tenth graders, 30% of our students met both benchmarks. While 85% of our students met the ERW benchmarks, only 31% met math benchmarks. It is clear that we need to provide focused preparation in order for more students to meet math benchmarks . We need to continue support student success in meeting ERW benchmarks. | 39.00 | (Blank) | 50.00 | 60.00 |

**Freshmen On-Track Rate**

| | | | | |
|---|---|---|---|---|
| We acknowledge that the FOT rate is a predictor of high school and college persistence and success. Supporting this growth will help increase other domains. We have a FOT Coordinator who works closely with transitioning and at risk freshman and this is a successful endeavor at Prosser. We anticipate this will continue. | 91.00 | 86.60 | 90.00 | 95.00 |

**4-Year Cohort Graduation Rate**

| | | | | |
|---|---|---|---|---|
| This relates back to our FOT numbers and goals, as students who successfully conclude the freshman year tend to finish high school. Our FOT Coordinator currently follows up with sophomores who are struggling and we anticipate this will boost this number, as well. | 83.30 | 85.80 | 87.00 | 89.00 |

**1-Year Dropout Rate**

| | | | | |
|---|---|---|---|---|
| We have great success keeping kids in school and are proud of this. We believe it is important for students to stay in school and graduate and we support our students in doing so. We assist students in transitions when Prosser is not the right fit. | 1.70 | 2.30 | 2.00 | 1.50 |

**College Enrollment Rate**

| | | | | |
|---|---|---|---|---|
| We expect conservative growth in this area due to the current economic climate in Illinois and uncertainty about federal financial aid and Illinois MAP grants. | 64.60 | 61.70 | 62.00 | 62.50 |

**College Persistence Rate**

| | | | | |
|---|---|---|---|---|
| This is an area of consistent strength at Prosser, but we only expect conservative growth in this area due to the current economic climate in Illinois and uncertainty about federal financial aid and Illinois MAP grants. | 75.70 | 67.80 | 70.00 | 72.00 |

**Average Daily Attendance Rate**

| | | | | |
|---|---|---|---|---|
| Students cannot learn if they are not in their classrooms. Supporting growth in this area supports growth in every other instructional and persistence goal. | 88.40 | 89.60 | 90.00 | 92.00 |

Custom metrics                                                    0 of 0 complete

| | 2014-2015 Actual | 2015-2016 Actual | 2016-2017 Goal | 2017-2018 Goal |
|---|---|---|---|---|

Strategies

Strategy 1

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| develop and support robust professional learning around instructional planning, focusing specifically on components 3b and 3c of the CPS Framework for Teaching | curated instructional planning documents with increased fidelity in aligning instruction to standards (CCSS, NGSS, et al), teacher implementation of high and low questioning techniques, and authentic student-centered teaching and learning | an increase in Core Pass Rates, EL Attainment and Growth, and improved teacher practice in the area of REACH / Domain 3. |

Tags:
Professional development, Reach, Freshman on-track, Common core state standards, Allocations of funds for purchasing materials for instruction and professional development, Student centered, Sophomore on-track

Area(s) of focus:
1, 3, 4

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| Identify specific professional learning topics aligned to components 3B and 3C based on data identified teacher areas for growth and plan professional learning in the opening PD days. | ILT, Principal, Assistant Principals | Jun 23, 2016 to Aug 31, 2016 | Work management, meeting minutes, implementation of PD, safe practice, | Completed |

**Ib, Literacy, Plc, Data analysis, Formative assessment, Data driven instruction, Allocations of funds for purchasing materials for instruction and professional development, Cte, Component 1d, Component 3b, Component 3c**

| | | | | |
|---|---|---|---|---|
| Build a master schedule that provides common planning periods for all academic departments and teacher course teams and supports instructional improvement. | Principal | May 19, 2016 to Jun 21, 2016 | Master Schedule | Completed |

**Specialized Academic Programs - AP, Ib, Literacy, El, Peer observation, DI, Cte, Collaborative planning, Tct, Rotc**

| | | | | |
|---|---|---|---|---|
| Establish and support a culture of public practice which results in cycles of peer observation and feedback and cycles of informal (non-REACH) observation and feedback. | ILT | Jul 1, 2016 to Jun 30, 2018 | Observation Schedules, Feedback Logs, Analysis of School-Wide Trends, Meeting Minutes | On-Track |

**Specialized Academic Programs - AP, ILT, Ib, Peer observation, Cte, Classroom observations, Collaborative feedback, School wide trends, Professional learning cycles**

| | | | | |
|---|---|---|---|---|
| Identify vendors or providers for professional learning in the opening PD days. | Assistant Principal 1 | Jul 1, 2016 to Aug 15, 2016 | Providers have been identified and scheduled. | Completed |

**Pd, Allocations of funds for purchasing materials for instruction and professional development, Professional learning cycles**

| | | | | |
|---|---|---|---|---|
| Provide professional learning in the opening PD days. | Assistant Principal 1 Principal | Aug 31, 2016 to Sep 2, 2016 | Agenda, Learning Hub Attendance, Feedback | Completed |

**Pd, Allocations of funds for purchasing materials for instruction and professional development, Professional learning cycles**

| | | | | |
|---|---|---|---|---|
| Utilize the master schedule to support comprehensive and high-quality curriculum maps, and scopes and sequences for all courses in all four content areas that are aligned to components 3B and 3C. | Assistant Principals 1,2,3 and Core-Department Chairs | Aug 29, 2016 to Jun 21, 2018 | Curated Resources, Minutes from Meetings, | On-Track |

**Planning, Curriculum maps, Scope and sequence, Core subjects, Curating resources**

| | | | | |
|---|---|---|---|---|
| Develop a high-quality assessment system that increases alignment between instruction, curriculum and assessment. | Core Department Chairs | Aug 29, 2016 to Jun 21, 2017 | Curated Resources, Minutes from Meetings, Assessment Data Tracking | On-Track |

**Assessment, Instruction, Curriculum, Data, Core departments**

## Strategy 2

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| integrate MTSS at the core of instructional and behavioral practices throughout the school | an increase in the school's faculty and staff's capacity to respond to student needs by implementing or referring for Tier I, Tier II and Tier III interventions | the integration of more inclusive practices for EL and DL scholars, a higher Core Pass Rate, higher graduation rate, lower 1-year drop out rate, increased FOT/SOP, increased attendance, and reduced discipline refaralls |

Tags:
MTSS, Professional development, EI, DI, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss, Fot, Sot, Mtss-sel, Onegoal, Extracurricular, Interventions and supports

Area(s) of focus:
1, 3, 4

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Develop an MTSS committee that is inclusive of administrators, clinicians, general ed teachers ,EL teachers, and DL teachers | Assistant Principal | Jun 6, 2016 to Jun 16, 2017 | MTSS committee roster, Minutes from MTSS committee meetings, MTSS committee meeting agendas | Completed |

**MTSS, Administration, Behavior health team, Academic mtss, Culture and climate leadership**

| | | | | |
|---|---|---|---|---|
| Provide professional development that increases faculty and staff knowledge of research based interventions and supports for students, data-collection, progress monitoring, as well as interpreting and validating data. The faculty and staff will become well versed on the ICEL x RIOT matrix. | MTSS Committee | Aug 31, 2016 to Jun 23, 2017 | Professional Development Plan, MTSS documents in a Google Drive Folder, Learning Hub Survey Responses | On-Track |

**MTSS, Data, Progress moniorting, Pd, Data analysis, Allocations of funds for purchasing materials for instruction and professional development, Analysis of data, progress monitoring, rit instruction, small group instruction**

| | | | | |
|---|---|---|---|---|
| The MTSS committee will meet to coordinate and communicate all efforts to implement MTSS in the school. | MTSS Committee | Jun 6, 2016 to Jun 22, 2018 | MTSS committee roster, Minutes from MTSS committee meetings, MTSS committee meeting agendas | On-Track |

**MTSS, Communication, Committee, Academic mtss, Parent communication, Coordinate, Behavior mtss**

| | | | | |
|---|---|---|---|---|
| Collect and anaylze school-wide data around MTSS. | MTSS Committee | Jun 2, 2016 to Jun 16, 2017 | Data, MTSS Meeting Agendas, MTSS Meeting Minutes | On-Track |

**MTSS, Data Use, Data, Data tracking**

| Action step | Responsible | Timeframe | Evidence for status | Status |
|---|---|---|---|---|
| Review and monitor the effectiveness of the MTSS team. | Principal, Assistant Principals | Sep 12, 2016 to Jun 16, 2017 | Meeting minutes, MTSS gallery walk notes | On-Track |

**Data analysis, Quaterly review, Monitoring**

| | | | | |
|---|---|---|---|---|
| Develop subcommittees that support the goals of the MTSS committee, i.e. Student Incentives Committee, Student Attendance Committee, Interventions Committee. | MTSS Committee | Sep 5, 2016 to Jun 23, 2017 | *(Blank)* | Completed |

**Committee, Incentives, Attendance incentives**

## Strategy 3

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| in order to secure Prosser's future as a CTE and IB focused school, we need to develop a comprehensive stakeholder engagement plan | a school culture that celebrates the diverse demographics of the school, increased relational trust, decisions that reflect the emerging needs of our community | increased participation and ratings in the My School My Voice Survey, increased attendance at our PAC and LSC meetings. |

Tags:
Ib, Cte, Stakeholders, School culture

Area(s) of focus:
2, 4, 5

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Revamp the school mission and vision to include all programs in the school and connections to the school community | Administration, ILT, LSC | May 24, 2016 to Aug 31, 2016 | New mission and vision posted throughout the building and publicized on the school website. | Completed |

**Specialized Academic Programs - AP, Ib, El, Community, Vision, Diversity, DI, Mission, Cte, Programs**

| | | | | |
|---|---|---|---|---|
| Develop a Communications Committee to spearhead the creation of a social media presence that advertises and celebrates Prosser initiatives and successes and communicates to families | Communications Committee, Administration, Digital Media | May 25, 2016 to Jun 30, 2018 | Twitter Account, Facebook Page, Snapchat Account, Instagram Account, Blogs, Literary Website, School Website, Followers, increased participation in school functions. The Social Media accounts have been created and are being used on a regular basis, although there is no Communications Committee per se. | Completed |

**Technology, Family and Community Engagement, Social media, Communications, Twitter, Facebook**

| | | | | |
|---|---|---|---|---|
| define and update the marketing and branding of our school | Communications Committee, Administration, Digital Media | Jun 21, 2016 to Aug 23, 2016 | logo<br>letterhead<br>school wear<br>recruitment materials | Completed |

**Recruitment, School store**

| | | | | |
|---|---|---|---|---|
| Develop a student advisory council to meet with principal with representatives from CTE and IB. in order to communicate student need | Principal, IB Program and CTE teachers, Counselors | Aug 23, 2016 to Jun 19, 2018 | minutes from monthly meetings Applications for Student Council have been received and are being reviewed, in preparation for moving forward in November. | Completed |

**Student council, Student voice, Relational trust**

| | | | | |
|---|---|---|---|---|
| Develop a recruitment committee | Principal, Assistant Principals, IB Coordinator, CTE Department Chair, Recruitment Coordinator | Jun 1, 2016 to Dec 16, 2016 | Formation of committee, meeting minutes, revised application. Recruitment/Admissions Committee is being formed to address admissions for 17-18 school year. | Completed |

**Specialized Academic Programs - CTE, Ib, Recruitment, Admissions, Jrotc**

| | | | | |
|---|---|---|---|---|
| Develop an admissions committee | Principal, Assistant Principals, IB Coordinator, CTE Department Chair, Recruitment Coordinator, Counselors, | Oct 7, 2016 to Dec 16, 2016 | Committee Roster Recruitment/Admissions Committee is being formed to address admissions for 17-18 school year. | Completed |

**Admissions**

| | | | | |
|---|---|---|---|---|
| Admissions committee will review existing admissions criteria and create a more rigorous protocol. | Admissions Committee | Nov 17, 2016 to Jun 1, 2017 | Admissions Protocol Recruitment/Admissions Committee is being formed to address admissions for 17-18 school year. | On-Track |

**Data, Admissions**

## Strategy 4

| If we do... | ...then we see... | ...which leads to... |
|---|---|---|
| Implement a school-wide content-area literacy initiative which encompasses professional development and safe classroom practice in which students are fully engaged in student centered learning | students who have greater self sufficiency transferring and utilizing literacy skills--reading, critical thinking and effective communication-- across disciplines | decreased failures, increased scores on standardized exams, better preparation for college and career and greater college persistence. |

Tags:
College Access and Persistence, Common core, Literacy, Data analysis, Safe practice, School culture climate, Allocations of funds for purchasing materials for instruction and professional development, Engagement, Student centered

Area(s) of focus:

| Action step ❓ | Responsible ❓ | Timeframe ❓ | Evidence for status ❓ | Status |
|---|---|---|---|---|
| Identify an ELA initiative coach to facilitate professional development and school implementation | Administration | May 27, 2016 to Jul 1, 2016 | appointment of literacy coach | Completed |

**Professional development, Literacy coach, School culture**

| | | | | |
|---|---|---|---|---|
| Plan for professional development that supports implementation of school-wide ELA initiative. | Literacy Coach | Aug 29, 2016 to Jun 21, 2017 | Yearlong plan, Feedback from professional development | On-Track |

**Professional development, Literacy, Teacher capacity**

| | | | | |
|---|---|---|---|---|
| Develop structures that support identified teacher areas of need concerning the ELA initiative | Literacy Coach | Aug 29, 2016 to Jun 21, 2017 | List of Structures Available, List of teacher names utilizing supports | On-Track |

**Instructional Coaching, Supports, Reflection, Teacher capacity, Peer coaching, Teacher implementation**

| | | | | |
|---|---|---|---|---|
| Document current ERW benchmark success in PSAT and align literacy initiatives to supporting that success. | Literacy Coach | Aug 29, 2016 to Jun 21, 2017 | Curating of Resources, Alignment/Linking to Standards for Initiatives | Not started |

**Aligned resources, Literacy, Standards, Curating resources, Psat**

Action Plan

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ Identify specific professional learning topics aligned to components 3B and 3C based on data identified teacher areas for growth and plan professional learning in the opening PD days.<br>Tags: Professional development, Reach, Freshman on-track, Common core state standards, Allocations of funds for purchasing materials for instruction and professional development, Student centered, Sophomore on-track, Ib, Literacy, Plc, Data analysis, Formative assessment, Data driven instruction, Allocations of funds for purchasing materials for instruction and professional development, Cte, Component 1d, Component 3b, Component 3c | ILT, Principal, Assistant Principals | Jun 23, 2016 | Aug 31, 2016 | Completed |
| ✚ Build a master schedule that provides common planning periods for all academic departments and teacher course teams and supports instructional improvement.<br>Tags: Professional development, Reach, Freshman on-track, Common core state standards, Allocations of funds for purchasing materials for instruction and professional development, Student centered, Sophomore on-track, Specialized Academic Programs - AP, Ib, Literacy, El, Peer observation, Dl, Cte, Collaborative planning, Tct, Rotc | Principal | May 19, 2016 | Jun 21, 2016 | Completed |
| ✚ Establish and support a culture of public practice which results in cycles of peer observation and feedback and cycles of informal (non-REACH) observation and feedback.<br>Tags: Professional development, Reach, Freshman on-track, Common core state standards, Allocations of funds for purchasing materials for instruction and professional development, Student centered, Sophomore on-track, Specialized Academic Programs - AP, ILT, Ib, Peer observation, Cte, Classroom observations, Collaborative feedback, School wide trends, Professional learning cycles | ILT | Jul 1, 2016 | Jun 30, 2018 | On-Track |
| ✚ Identify vendors or providers for professional learning in the opening PD days.<br>Tags: Professional development, Reach, Freshman on-track, Common core state standards, Allocations of funds for purchasing materials for instruction and professional development, Student centered, Sophomore on-track, Pd, Allocations of funds for purchasing materials for instruction and professional development, Professional learning cycles | Assistant Principal 1 | Jul 1, 2016 | Aug 15, 2016 | Completed |
| ✚ Provide professional learning in the opening PD days.<br>Tags: Professional development, Reach, Freshman on-track, Common core state standards, Allocations of funds for purchasing materials for instruction and professional development, Student centered, Sophomore on-track, Pd, Allocations of funds for purchasing materials for instruction and professional development, Professional learning cycles | Assistant Principal 1 Principal | Aug 31, 2016 | Sep 2, 2016 | Completed |
| ✚ Utilize the master schedule to support comprehensive and high-quality curriculum maps, and scopes and sequences for all courses in all four content areas that are aligned to components 3B and 3C.<br>Tags: Professional development, Reach, Freshman on-track, Common core state standards, Allocations of funds for purchasing materials for instruction and professional development, Student centered, Sophomore on-track, Planning, Curriculum maps, Scope and sequence, Core subjects, Curating resources | Assistant Principals 1,2,3 and Core- Department Chairs | Aug 29, 2016 | Jun 21, 2018 | On-Track |

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ Develop a high-quality assessment system that increases alignment between instruction, curriculum and assessment.<br>Tags: Professional development, Reach, Freshman on-track, Common core state standards, Allocations of funds for purchasing materials for instruction and professional development, Student centered, Sophomore on-track, Assessment, Instruction, Curriculum, Data, Core departments | Core Department Chairs | Aug 29, 2016 | Jun 21, 2017 | On-Track |
| ✚ Develop an MTSS committee that is inclusive of administrators, clinicians, general ed teachers ,EL teachers, and DL teachers<br>Tags: MTSS, Professional development, EI, DI, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss, Fot, Sot, Mtss-sel, Onegoal, Extracurricular, Interventions and supports, MTSS, Administration, Behavior health team, Academic mtss, Culture and climate leadership | Assistant Principal | Jun 6, 2016 | Jun 16, 2017 | Completed |
| ✚ Provide professional development that increases faculty and staff knowledge of research based interventions and supports for students, data-collection, progress monitoring, as well as interpreting and validating data. The faculty and staff will become well versed on the ICEL x RIOT matrix.<br>Tags: MTSS, Professional development, EI, DI, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss, Fot, Sot, Mtss-sel, Onegoal, Extracurricular, Interventions and supports, MTSS, Data, Progress moniorting, Pd, Data analysis, Allocations of funds for purchasing materials for instruction and professional development, Analysis of data, progress monitoring, rit instruction, small group instruction | MTSS Committee | Aug 31, 2016 | Jun 23, 2017 | On-Track |
| ✚ The MTSS committee will meet to coordinate and communicate all efforts to implement MTSS in the school.<br>Tags: MTSS, Professional development, EI, DI, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss, Fot, Sot, Mtss-sel, Onegoal, Extracurricular, Interventions and supports, MTSS, Communication, Committee, Academic mtss, Parent communication, Coordinate, Behavior mtss | MTSS Committee | Jun 6, 2016 | Jun 22, 2018 | On-Track |
| ✚ Collect and anaylze school-wide data around MTSS.<br>Tags: MTSS, Professional development, EI, DI, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss, Fot, Sot, Mtss-sel, Onegoal, Extracurricular, Interventions and supports, MTSS, Data Use, Data, Data tracking | MTSS Committee | Jun 2, 2016 | Jun 16, 2017 | On-Track |
| ✚ Review and monitor the effectiveness of the MTSS team.<br>Tags: MTSS, Professional development, EI, DI, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss, Fot, Sot, Mtss-sel, Onegoal, Extracurricular, Interventions and supports, Data analysis, Quaterly review, Monitoring | Principal, Assistant Principals | Sep 12, 2016 | Jun 16, 2017 | On-Track |
| ✚ Develop subcommittees that support the goals of the MTSS committee, i.e. Student Incentives Committee, Student Attendance Committee, Interventions Committee.<br>Tags: MTSS, Professional development, EI, DI, Allocations of funds for purchasing materials for instruction and professional development, Academic mtss, Fot, Sot, Mtss-sel, Onegoal, Extracurricular, Interventions and supports, Committee, Incentives, Attendance incentives | MTSS Committee | Sep 5, 2016 | Jun 23, 2017 | Completed |
| ✚ Revamp the school mission and vision to include all programs in the school and connections to the school community<br>Tags: Ib, Cte, Stakeholders, School culture, Specialized Academic Programs - AP, Ib, EI, Community, Vision, Diversity, DI, Mission, Cte, Programs | Administration, ILT, LSC | May 24, 2016 | Aug 31, 2016 | Completed |
| ✚ Develop a Communications Committee to spearhead the creation of a social media presence that advertises and celebrates Prosser initiatives and successes and communicates to families<br>Tags: Ib, Cte, Stakeholders, School culture, Technology, Family and Community Engagement, Social media, Communications, Twitter, Facebook | Communications Committee, Administration, Digital Media | May 25, 2016 | Jun 30, 2018 | Completed |
| ✚ define and update the marketing and branding of our school<br>Tags: Ib, Cte, Stakeholders, School culture, Recruitment, School store | Communications Committee, Administration, Digital Media | Jun 21, 2016 | Aug 23, 2016 | Completed |
| ✚ Develop a student advisory council to meet with principal with representatives from CTE and IB. in order to communicate student need<br>Tags: Ib, Cte, Stakeholders, School culture, Student council, Student voice, Relational trust | Principal, IB Program and CTE teachers, Counselors | Aug 23, 2016 | Jun 19, 2018 | Completed |

| District priority and action step | Responsible | Start | End | Status |
|---|---|---|---|---|
| ✚ Develop a recruitment committee<br>Tags: Ib, Cte, Stakeholders, School culture, Specialized Academic Programs - CTE, Ib, Recruitment, Admissions, Jrotc | Principal, Assistant Principals, IB Coordinator, CTE Department Chair, Recruitment Coordinator | Jun 1, 2016 | Dec 16, 2016 | Completed |
| ✚ Develop an admissions committee<br>Tags: Ib, Cte, Stakeholders, School culture, Admissions | Principal, Assistant Principals, IB Coordinator, CTE Department Chair, Recruitment Coordinator, Counselors, | Oct 7, 2016 | Dec 16, 2016 | Completed |
| ✚ Admissions committee will review existing admissions criteria and create a more rigorous protocol.<br>Tags: Ib, Cte, Stakeholders, School culture, Data, Admissions | Admissions Committee | Nov 17, 2016 | Jun 1, 2017 | On-Track |
| ✚ Identify an ELA initiative coach to facilitate professional development and school implementation<br>Tags: College Access and Persistence, Common core, Literacy, Data analysis, Safe practice, School culture climate, Allocations of funds for purchasing materials for instruction and professional development, Engagement, Student centered, Professional development, Literacy coach, School culture | Administration | May 27, 2016 | Jul 1, 2016 | Completed |
| ✚ Plan for professional development that supports implementation of school-wide ELA initiative.<br>Tags: College Access and Persistence, Common core, Literacy, Data analysis, Safe practice, School culture climate, Allocations of funds for purchasing materials for instruction and professional development, Engagement, Student centered, Professional development, Literacy, Teacher capacity | Literacy Coach | Aug 29, 2016 | Jun 21, 2017 | On-Track |
| ✚ Develop structures that support identified teacher areas of need concerning the ELA initiative<br>Tags: College Access and Persistence, Common core, Literacy, Data analysis, Safe practice, School culture climate, Allocations of funds for purchasing materials for instruction and professional development, Engagement, Student centered, Instructional Coaching, Supports, Reflection, Teacher capacity, Peer coaching, Teacher implementation | Literacy Coach | Aug 29, 2016 | Jun 21, 2017 | On-Track |
| ✚ Document current ERW benchmark success in PSAT and align literacy initiatives to supporting that success.<br>Tags: College Access and Persistence, Common core, Literacy, Data analysis, Safe practice, School culture climate, Allocations of funds for purchasing materials for instruction and professional development, Engagement, Student centered, Aligned resources, Literacy, Standards, Curating resources, Psat | Literacy Coach | Aug 29, 2016 | Jun 21, 2017 | Not started |

Fund Compliance

# Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

# NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

# Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent Plan

Parent Involvement Policy                                                                                                  Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

> Our PAC is very robust and monthly meetings are well-attended by parents. We inform parents of the school parental involvement plan and policy. Furthermore, we ask parents for their input.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> We have an annual PAC meeting, where we explain the Title I requirements and the parents rights to be involved in the Title I programs. Our Annual Meeting was held on September 13 at 5:30 PM, the Organizational meeting was at 6:00 PM.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

> We provide parents with information about our Title I program at our PAC meetings.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

> Through the PAC, our parents have the opportunity to meet with school representatives on a monthly basis.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> Our school provides a report of their child's performance on State assessments.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

> Parents are informed in a timely notice if their child has been assigned to, or taught by, a teacher who is not "highly qualified." These notices are sent out to parents.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

> Parents are encouraged to enroll in Parent Portal so that they can track their child's grades. In addition, we have sessions presented by our PAC where presenters explain about various assessments.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> A focus of our PAC is to assist parents in working with their children to improve their academic achievement and to increase parental involvement.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

> Our school educates staff about the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners. Professional development around this is offered on a regular basis and teachers are encouraged to attend PAC meetings.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

> Our school makes every effort to coordinate and integrate parent programs and activities with various resources to encourage and support parents in more fully participating in their children's education.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

> Communication with parents about school and parent programs, meetings, and other activities will be sent to parents in understandable and uniform formats, including language. To this end, all communication, including automated telephone calls and information on the school website, will be presented to parents in ways that are timely and understandable.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

> N/A

Parent Compact                                                                                   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

> Prosser Career Academy is dedicated to the proposition that all students should be afforded every opportunity to succeed. Our CTE and IB Programs drive our school's curricular focus and students have numerous opportunities to explore college and career-readiness. Our CTE Programs afford our students the opportunity to explore career fields and our IBDP Programme is an avenue for college preparation. Finally, our IBCP Program is an effective bridge between IB and CTE, affording students the opportunity to prepare for both college and a career-related field.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

> Our school holds parent-teacher conferences a number of times each year. The format is as follows: teachers are arranged in the North Gym alphabetically, and Counselors are stationed at tables in the gym, to assist parents with locating teachers and getting important grade and attendance information. Parent-teacher conferences take place in the afternoon and evening, to accommodate those parents who work different shifts.

The school will provide parents with frequent reports on their children's progress. Describe when and how the school will provide reports to parents.

> Parent Portal allows parents to check their student's grades. In addition, we do have parent-teacher conferences where grades and attendance information is shared. Finally, we also send out progress reports to students on a regular basis.

The school will provide parents access to staff. Describe when, where and how staff will be available for consultations with parents.

> staff is available at parent-teacher conferences, via telephone or email. In addition, parents may meet with staff members during their preparation time.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents may volunteer, participate,

and observe classroom activities.

> Parents often serve as chaperones on fieldtrips. Additionally, parents are involved in extracurricular activities, including musical events, plays, sports, etc.

The parents will support their children's learning. Describe how the parents will assist learning (i.e. monitoring attendance, homework completion).

> Through Parent Portal, parents may track their student's attendance and grades. In addition, we have an Attendance Center that serves as a resource to assist parents with any concerns about tardiness, absenteeism or truancy.

The parents will participate in decisions relating to the education of their children. Describe when, where and how parents will consult with the school.

> Parents are surveyed on a number of topics throughout the school year. In addition, the PAC solicits input from parents on a regular basis.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

> Students participate in creating a positive school climate through a number of opportunities. In particular, we have Safe School Ambassadors and other clubs and activities that address positive behavior and improved academic achievement.


## Parent Budget                                                                                    Complete

**Goals:** Indicate goals, timeline of activities and training topics that are designed to assist Parents with increasing their students' academic achievement. The overarching goal is to increast student academic achievement through parental involvement; specify your goals.

> Prosser Career Academy will increase student achievement through parental involvement focused upon fostering and engaging families in opportunities to work with their children in establishing their annual academic, college and career goals.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

| Account(s) | Description | Allocation | |
|---|---|---|---|
| 51130, 52130 | **Teacher Presenter/ESP Extended Day**<br>For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies. | $ 0 | .00 |
| 53405 | **Supplies**<br>In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500. | $ 0 | .00 |
| 53205 | **Refreshments**<br>Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | $ 1995 | .00 |
| 54125 | **Consultants**<br>For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED) | $ 1500 | .00 |
| 54505 | **Admission and Registration Fees, Subscriptions and memberships**<br>For Parents use only. | $ 2200 | .00 |
| 54205 | **Travel**<br>Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ 2200 | .00 |
| 54565 | **Reimbursements**<br>Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ 88 | .00 |
| 53510 | **Postage**<br>Must be used for parent involvement programs only. | $ 0 | .00 |

| 53306 | **Software** Must be educational and for parent use only. | $ | 0 | .00 |

| 55005 | **Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 0 | .00 |