



David G Farragut Career Academy High School (/school-plans/526) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Daniel Holder	AP/ILT	dsholder1@cps.edu	Has access
Emily Brightwell	Dean of Instruction/Curriculum/ILT	ekbrightwell@cps.edu	Has access
Vanessa Hernandez	AP/ILT	VPuentes@cps.edu	Has access
Elissa Hadac	Special Education/ILT	eahadac@cps.edu	No Access
Veronica Lopez	Bilingual/ILT	velopez@cps.edu	No Access
Matilde Monarrez	LSC/Community	matycava1561@gmail.com	No Access
Luz Maria Martinez	LSC Parent/PAC	luzmtzlopez@outlook.com	No Access
Peter Ramirez	JROTC/ILT	pjramirez@cps.edu	No Access
Joann Baldwin-Glenn	IB/ILT	jebaldwin@cps.edu	No Access
Tonya Hammaker	Principal/ILT	thammaker@cps.edu	No Access
Farragut ILT	ILT	ababb@cps.edu	No Access

Team meetings

Date	Participants	Topic
02/03/2016	Hammaker, Holder, Puentes, Brightwell, Baldwin-Glenn, Confer, Babb, Mazur, Johnson	SEF/ILT Focused
02/05/2016	Hammaker, Holder, Puentes, Monarrez, Avila, Martinez, Ramirez	SEF/Parent and Community Focused
02/05/2016	Hammaker, Holder, Andrews, Ayesha, Banahan, Ontiveros, Martinez, Olivares, Paul, Ramos, Selders, Servello, L. Silva, J. Silva, Lara	SEF/Teacher Focused
02/12/2016	Hammaker, Holder, Puentes, Brightwell	SEF/Priorities

02/16/2016	Hammaker, Holder, Puentes, Brightwell	CIWP network meeting/finalizing SEF
02/17/2016	Hammaker, Holder, Brightwell, Babb, Baldwin-Glenn, Hadac, Lopez, Mazur, Puentes	SEF/Priorities
02/23/2016	Holder, Brightwell, Baldwin-Glenn, Ramirez	Strategies
02/24/2016	Holder, Brightwell, Baldwin-Glenn, Babb, Mazur, Hadac, Lopez, Triche	Action Plan
03/02/2016	Hammaker, Holder, Brightwell, Baldwin-Glenn, Confer, Babb, Mazur, Hadac, Ramirez, Lopez	Action Plan
03/14/2016	Hammaker, Holder, Puentes, Brightwell	Action Plan
02/17/2016	Junior Farragut Students	SEF Focus Group
02/16/2016	Farragut Students	SEF Focus Group
04/05/2016	Holder, Puentes, Hammaker	Fund Compliance
03/30/2016	Hammaker, Holder, Puentes, Brightwell, other select ILT members	Action Plan
04/06/2016	Puentes, Hammaker, Holder, Brightwell	Finalizing Document
04/04/2016	LSC members, including Ms. Hammaker	Parent Plan/CIWP strategies
04/06/2016	11th Grade Peer Jury Members	Discussed student government/voice concerns and plans

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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.

1 2 3 4

What have we done well in this category?

- School has a coherent instruction program with learning targets for staff.
- Learning is grounded in the CPS framework for teaching.
- Principal directed time is focused and aligned to school priorities and goals.
- Staff collaborated to create a school vision for learning and improvement (TIA).

Why are we not a 4?

- Need to do a better job communicating to all stakeholders how the school vision and mission reflect what is going on at the school.
- Use the CPS framework for teaching to guide coaching and to inform instructional improvement decisions. Currently, we do not use individual data to drive individual coaching.
- We need to do a better job capitalizing on the leadership skills of others within the building; few carry a heavy load. We need to include job-embedded leadership training and development.

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	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

What have we done well in this category?

- ILT meets on a consistent basis (once a week)
- Meetings are organized and use protocols
- There is a good representation of all groups in FCA: Sped, EL, Admin, IB, Core Subject Areas, Library
- The ILT uses relevant data to inform the Professional Learning Cycle and TIA
- ILT has set cycles of learning and problem solving around student work in TCTs.

Why are we not a 4?

- Not enough shared leadership
- Lacking consistent communication in updating staff about the work of the ILT. This has been attempted but not yet a regular basis.
- Not yet seeing high functioning teacher teams across all subject areas to lead cycles of learning. Right now, the ILT sets the cycles of learning and objectives for meetings.

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	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction 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

What have we done well in this category?

- Opportunities for professional learning for teachers are built into the school calendar.
- PD opportunities reflect the needs of the school and are differentiated for departments based on data.
- Farragut has a year long PD plan that is transparent to all staff.
- Farragut has structured time for teacher collaboration (Grade Level Meetings, Department Meetings, TCT Meetings).
- Safe practice is built into the PLC to allow teachers time to try new strategies.
- Coaching and support is provided to teachers by the DoI.

Why are we not a 4?

- There is lack of evidence that PD is directly affecting improvement.
- There is currently a lack of a structured support system/induction for new teachers.
- While some non-REACH observations have taken place to monitor improved practice, there needs to be more.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff 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

What have we done well in this category?

- Majority of staff are scheduled such that they have time to collaborate with their course, department, and grade-level teams
- Teachers are involved in interviewing staff and the school uses an interview protocol
- Budget is aligned to priority groups as noted in CIWP (EL & DL)
- Principal conducts interviews to determine strategies to improve teacher retention.

Why are we not a 4?

- Some special education teachers are not able to attend all course and department meetings for subjects in which they teach.
- Teachers are not always available to assist in hiring interviews over the Summer

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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.

1 2 3 4

What have we done well in this category?

- There are common units and assessments in all departments.
- Horizontal and vertical curriculum maps are present in all departments.
- Common formative tasks are used by teams to examine pacing and student mastery. (This can be improved)
- Authentic assessments are present.
- "Big Ideas" are used to drive units and to assess the understanding of students.
- Differentiation for EL/DL is present in learning plans but are not consistent across all departments and teams.

Why are we not a 4?

- Text complexity is not consistent across all departments and departments. More informational texts need to be incorporated into the English curriculum.
- Rigor of honors classes needs to be distinguishable from regular.
- Differentiation for EL/DL is present in learning plans but are not consistent across all departments and teams.
- Use of WIDA standards is inconsistent across classrooms, courses, and departments
- Formative assessments do not consistently provide a clear indication of student progress toward mastering course standards

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices 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

What have we done well in this category?

- Farragut has a wealth of resources and technology that are varied and flexible and available to all teachers and students.
- Units and lessons include grade-appropriate levels of texts; however, we are lacking support our highest and lowest level students in a regular classroom.

Why are we not a 4?

- Student access to technology is not consistent (DP vs non DP).
- Although there is a wealth of technology, there isn't a clear plan for technology implementation and utilization. (Most technology is used for content consumption (viewing powerpoints, reading) but not creation.
- School is lacking Spanish language materials; however, this is changing as we have ordered additional materials this year, and some things are not available in native language and require translation by staff.
- Technology/instruction is not consistently addressing students at different performance levels.
- Consumables do not always promote active, hands-on learning.
- Units do not always include an intentional plan for scaffolding, differentiation, and allowing access for students with different learning styles.

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

Rigorous Student Tasks:

Score

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)

1 2 3 4

What have we done well in this category?

- Student work is examined on a 3-week cycle using a common protocol.
- Tasks are standards based,
- Tasks reflect the key shifts in math (reasoning through math talks, etc)
- Authentic tasks are embedded into the curriculum.

Why are we not a 4?

- Although student work is examined, it is looked at within TCTs and not across grade levels.
- TCTs are examining student work and recording common formatives; however, teams are lacking discussions about the quality of student tasks and student experiences as well as discussions around rigor and and the depth of knowledge needed for college and career readiness.
- Tasks do not always allow for student choice and do not always require higher level thinking in regard to depth of knowledge.
- While student work is examined, the success of re-teaching plans is inconsistent, and feedback students receive on tasks is inconsistent across disciplines and courses in regard to specificity.
- Many formative tasks are low-level and don't always build to summative assessments; In addition, performance on formative assessments is not always a reliable predictor of student success on summative assessments.

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](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	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 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:

Score

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)

1 2 3 4

What have we done well in this category?

- Farragut incorporates many best practices aligned to SQRP, College Bound and Office of School Counseling.
- School has a post-secondary leadership team that tracks ongoing, weekly and monthly key performance indicator metrics.
- School hosts parent workshops and informational sessions so parents are informed and can play an active role.
- All students have access to college support through Gear Up, Senior seminar, College room, Enlace.
- School exited ISBE Indicator 13 audit regarding developing appropriate transition plans for students with disabilities.

Why are we not a 4?

- Best practices are intact; however, college persistence and college enrollment is still low.

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	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ 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 C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

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

What have we done well in this category?

- Teachers are effectively communicating to students: anticipate student misunderstanding; students are able to articulate what they are learning.
- Teachers adjust pacing and enrichment to address student misunderstandings; HOWEVER, this usually takes place on a whole class level and not necessarily with individual students.

Why are we not a 4?

- Need improvement on varied questioning and discussion techniques and prompts that foster genuine and authentic discussions between students.
- Need improvement on responding to in class formative checks and using these checks as a tool for grouping and for addressing the needs of individual students.

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	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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.

Score

1 2 3 4

What have we done well in this category?

- Core instruction uses formative data to address the needs of students; HOWEVER, this usually takes place on a whole class level and not necessarily with individual students.
- Tier 3 students are identified and receiving supports. System for tracking is needed.
- We are good regrading compliance issues surround MTSS, however, students are not always involved in the plans that are designed to support them.

Why are we not a 4?

- Progress monitoring data is not collected/reported consistently
- Regarding Tier 1, core instruction does not always include clear plans for differentiation or adjustments being made to instruction when data indicates a need.
- Communication to parents the additional supports and interventions provided for their child.
- School needs a more transparent system for identifying and tracking students tier 2 and 3 students.

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	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

What have we done well in this category?

- Documentation is centrally housed in google drive for everyone.
- Gradebook categories are consistent across departments.
- BOY and EOY reach PT are administered across all subjects.
- Departments administer common formative and summative assessments. (Formative tasks are not always common across all departments)
- There are Bi-weekly department meetings and grade level meetings to discuss student work.

Why are we not a 4?

- Do not have a clear system for helping differentiate between academic and functional needs (executive functioning/behavioral skills and deficits).
- Grades are sometimes being used as a form of compliance/punishment.
- We do not currently utilize assessments that measure the development of academic language for English Language Learners.
- Assessment and grading needs to be discussed with parents and community.
- Teams need to incorporate a student grading calibration protocol on a more consistent basis.
- Formative assessments do not consistently provide a clear indication of student progress toward mastering course standards and do not reliably predict student performance on summative assessment

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 (CSR).
 - 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
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

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,

Score

1 2 3 4

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.

What have we done well in this category?

- School-wide expectations are clear BUT not always consistent.
- Use of restorative practices encourages emphasis on repairing relationships and encouragement.
- 5 essentials survey shows growth in collaborative teachers, ambitious instruction and supportive environment.
- Monthly raffles and recognition for positive student behavior.
- Half cap ceremony
- Tutoring and mentor support is offered to students.
- We held a number of student focus groups to listen to what students want to see in the school and what they need to be successful.

Why are we not a 4?

- Students are recognized by grade level for academic and personal success BUT this is not consistent. Need to organize a school wide system for honor roll.
- Students often demonstrate that they want to complete tasks but not master content.
- Students do not receive frequent, timely formative feedback.
- We do not have a clear plan for encouraging students to adopt a growth mindset, nor do we have a clear plan for helping students across grade levels develop the behavior and executive functioning skills they need to persist in their academic growth.
- Do we still have a student of the month?

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers 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:

Score

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

1 2 **3** 4

What have we done well in this category?

- Trusting relationships with students are developed through check ins and mentors: BAM, Gear Up, Enlace, counselors, Social Worker, psychologist, attendance staff, women’s group.
- Positive relationships are developed with parents and community: ESL classes, LSC, Community events, coffee with principal, zumba classes, parent workshops for college, ROTC, parent-teacher conferences.
- Teacher-Teacher trust is high.

Why are we not a 4?

- Need to create more opportunities for training to engage diverse families and communities and to learn about the community.
- Teacher-principal trust has improved but could be higher.
- There are still instances of inappropriate interactions among staff.
- We also have a difficult time finding staff interested in pursuing leadership roles in the school.

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	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

Score

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.

1 **2** 3 4

What have we done well in this category?

- We have several after school programs offered by community/partner organizations (ENLACE, ASM), however we struggle with
- We do offer CTE, IB, Honors, and rigorous AP curriculum
- We do have a peer jury system, whereby students help determine restorative approaches to behaviors.
- We held a number of student focus groups to listen to what students want to see in the school and what they need to be successful.

Why are we not a 4?

- Students receive somewhat limited options in regard to course selections due to staffing/enrollment constraints
- We do not always provide students with support regarding civic involvement and support (service learning integration into the school is inconsistent across the school... sophomores via personal projects and ROTC students)
- We do not have a formal student government for representing student voice, however, we do have an LSC student representative who meets with students and shares concerns.

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

Evidence, Measures, and Standards	
Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)
	✓ Student interest surveys (and/or other avenue for student input)
	✓ Policies regarding student engagement in decision making
	✓ Student government or committee charter and responsibilities
	✓ 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 2a. Creating an Environment of Respect and Rapport 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 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

What have we done well in this category?

- School has clear procedures for reporting and responding to safety concerns "3": Student Logger
- Expectations are in place for student behavior: BRAVE/ACHIEVE
- Criteria has been identified for office versus classroom managed behavior; HOWEVER, there are still some instances where classroom managed behavior is being sent out.
- There is a system in place for Restorative Practices.
- Arrival, dismissal, and other schoolwide transitions are generally efficient and safe.

Why are we not a 4?

- 5 essentials survey reported that the school is WEAK in this area by both students and staff.
- Reinforcement of school wide expectations is inconsistent with all staff.
- Criteria has been identified for office versus classroom managed behavior; HOWEVER, there are still some instances where classroom managed behavior is being sent out.
- We still have a high number of students who are being hospitalized for different emotional
- We do not always teach students our expectations explicitly

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	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

Score

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.

1 2 3 4

What have we done well in this category?

- A team meets regularly to organize systems that support restorative environment.
- Families are contacted frequently and included in restorative practices.
- PD has been provided to train teachers on incorporating SEL practices into the classroom.
- Restorative practices are used on a daily basis in the SOS office.
- Systems are in place to encourage positive behavior (morning basketball, BAM, mentors, etc)

Why are we not a 4?

- SEL skills can be improved in core content classes.
- Communicate positive student behavior and progress with parents and staff (student logger is only used for negative interactions)

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	✓ Misconduct data (Dashboard)
Evidence	✓ 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 2d. Managing Student Behavior 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:

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.

Score

1 2 **3** 4

What have we done well in this category?

- Parents feel that communicate frequently with the school in a variety of ways.
- We have a functional BAC and PAC, and these committees help determine what classes and supports parents need
- GEAR UP and FAFSA workshops are being held at night and on weekends to help meet and accommodate parent schedules

Why are we not a 4?

- While school reaches out frequently to parents, parents do not always come, and we want to increase our parent partnerships.
- While we have extensive resources for parents, they are not yet included in a comprehensive/cohesive document/flyer, etc. so that they can be identified immediately.

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

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

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

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

In the "My Voice, My School" 5 Essentials Survey for the 2015 school year, students feeling safe "in and around the school and traveling to and from school" was the greatest area of concern and our school rated as "weak" in this area. We are working with our partners in CPD and Safe Passage to offer students safe and secure passage. Instruction was noted as "strong" in regard to ambitious instruction as well as parent satisfaction with the physical environment of the school and teachers working together and striving for excellence.

(Blank)

(Blank)

(Blank)

(Blank)

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

We set our goals based on how we performed in 2014-15 and considered our growth the following year for juniors only, which was in the 34th percentile.	18.00	(Blank)	22.00	27.00
--	-------	---------	-------	-------

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

This is usually our priority area with the least growth. We set our goals based on how this priority group performed in previous years.	5.00	(Blank)	10.00	15.00
---	------	---------	-------	-------

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

This is typically our strongest growth area, so we anticipate higher growth for our Hispanic priority group.	18.00	(Blank)	25.00	30.00
--	-------	---------	-------	-------

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

We set this goal based on our use of differentiated instruction and online software designed for EL's.	13.00	(Blank)	16.00	20.00
--	-------	---------	-------	-------

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

We set this goal based on the fact that many of our DL's are also EL's and we anticipate them benefiting from the online software for EL's as well as additional intervention supports we are providing our Diverse Learners.	10.00	(Blank)	15.00	17.00
---	-------	---------	-------	-------

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

Our goal is to increase attainment by 2% each year as our growth increases.	15.00	(Blank)	17.00	19.00
---	-------	---------	-------	-------

Freshmen On-Track Rate

We set these goals based on the data which has shown increased growth over the past three years. Once we improve our grading policy/philosophy, I see a greater increase of FOT in the future.	72.50	79.40	81.00	84.00
--	-------	-------	-------	-------

4-Year Cohort Graduation Rate

As we work on our grading policy/philosophy with staff, continue to improve Tier 1 core instruction and utilize online credit recovery, we believe we should see an increase in our graduation rate.	62.40	61.30	64.00	67.00
--	-------	-------	-------	-------

1-Year Dropout Rate

As a high needs school with a number of students needing both academic and social emotional support on a regular basis, we have many supports in place to help our students stay in school. Based on our academic, social emotional and attendance interventions we currently have in place, we hope to see a decrease in our dropout rate over the next two years.	2.30	5.90	4.50	3.90
---	------	------	------	------

College Enrollment Rate

With a large number of EL's who are undocumented, many students and parents don't see college as an option for their children. Financing college is also a huge barrier to most of our students. With our work around involving parents in the college decision, keeping parents informed about post-secondary opportunities (STARS scholarship) and the support of GearUp in our 9th, 11th and 12th grades next year, we hope to see increased college enrollment.	33.00	28.40	34.00	37.00
---	-------	-------	-------	-------

College Persistence Rate

Once our students enter college, they are still faced with financial issues and culture shock. We are working with our Post-Secondary team to identify supports we can provide in high school to further support students in this transition. We also believe our partnership with One Goal, Urban Alliance and Genesys Works will help increase our students' persistence rate.	52.90	46.30	50.00	53.00
--	-------	-------	-------	-------

Average Daily Attendance Rate

As a neighborhood school with a high number of students who enter into 9th grade with a high risk of truancy, we work diligently to communicate to both parents and students the importance of being in school everyday. We work to offer incentives for strong and/or improved attendance, and we have attendance clerks who hold parent conferences and complete home visits to re-engage students and bring them back to school.

88.00

88.30

89.00

90.00

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...

transition to a standards-based (or standards-referenced) grading system, re-take policy/re-teaching, and develop a clear policy on the "role of the zero"

students and parents better articulating and monitoring learning, and we will see teachers analyzing more actionable skills data

improved freshmen on-track for all students including English Language and Diverse Learners, core pass rate, and teacher improvement in using assessment in instruction.

Tags:

Diverse Learners, English Learners, Assessment, Grading, Gradebook

Area(s) of focus:

3

Action step

Responsible

Timeframe

Evidence for status

Status

Conducting a root cause analysis for a) why students- including English Language and Diverse Learners- are failing and also investigate: 1) What academic behaviors do students need to be successful? To what extent students understand how they are assessed?

ILT

Feb 2, 2016 to
Apr 30, 2016

Anecdotal and quantitative data from focus groups

Completed

Assessment, Grading

Start learning process in ILT around grading policy and focus groups

ILT

Apr 1, 2016 to
May 31, 2016

ILT Agendas and completed vision of grading policy at Farragut

Completed

Teacher Teams/Collaboration, Grade level meetings

Develop, propose, and finalize grading policy options for SY2017, re-take policy.

All staff with ILT guidance

May 1, 2016 to
Jun 30, 2016

Completed grading policy

Completed

Supports

Plan professional development to provide staff with resources that help address issues noted in root cause analysis. Develop plan for helping students articulate their learning and a plan for addressing and reinforcing non-cognitive behaviors conducive to academic success

Admin Team with ILT input

Jul 1, 2016 to
Aug 31, 2016

Completed professional development plan for staff and students

On-Track

Teacher Teams/Collaboration, Professional development

Teachers align assignments/assessments to standards (for instance, there is an option to do this in Gradebook) and implement retake policy	Teachers	Sep 1, 2016 to Jun 30, 2017	Aligned teacher gradebooks	Behind
Monitor Gradebooks on quarterly basis to ensure compliance and provide additional input regarding grading policies.	Administrative Team	Sep 1, 2016 to Jul 27, 2017	Status reports from Gradebook audits	On-Track

Gradebook

Conduct tuning assessment protocol to evaluate student performance data; findings will be logged into the common assessment tracker	Teacher Teams	select	Evidence in common assessment tracker	On-Track
Add explicit language to the grading policy about aligning all assignments to standards so that grades are truly representative of what a student knows in relation to the standards and not compliance.	Brightwell	Jul 2, 2017 to Jul 31, 2017	Grading policy	Not started
Teachers audit the kids' grades against the grade descriptors	All teachers	Aug 1, 2017 to Jun 19, 2018	Built into PLC plan and seen in agendas	Not started

Strategy 2

If we do...

...then we see...

...which leads to...

increase the rigor of student tasks by implementing a school-wide targeted area of instruction around argumentative literacy and learning around increasing cognitive tasks using Webb's Depth of Knowledge	students who are engaged in the lesson and teachers who differentiate to meet the needs of each student	increased growth and attainment on standardized assessments and college readiness and persistence.
---	---	--

Tags:

Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
Provide professional development around argumentative literacy to all teachers	Brightwell	Sep 1, 2015 to Jun 21, 2016	Agendas, powerpoints, emails regarding TIA PD	Completed

Professional development

Look at student work with the focus on argumentative literacy.	TCT Teams	Aug 1, 2015 to Jun 21, 2016	Agendas and action items from TCT meetings	Completed
--	-----------	-----------------------------	--	-----------

Data Use

Create an action plan to address deficiencies identified from the post-test data collected in Winter 2016	ILT	Aug 1, 2015 to Jun 24, 2016	Data from post test	Completed
---	-----	-----------------------------	---------------------	-----------

Data Use, Cycles of professional learning

Conduct peer observations	All Teachers	Apr 1, 2016 to Apr 30, 2016	Data collected from peer observations	Completed
---------------------------	--------------	-----------------------------	---------------------------------------	-----------

Professional Learning, Reflection

Conduct learning walks to monitor TIA	ILT	May 1, 2016 to Jun 10, 2016	Data from learning walks	Completed
---------------------------------------	-----	-----------------------------	--------------------------	-----------

Professional Learning, Data Use

Reflect on learning walks to inform work needed for next learning cycle.	ILT	May 1, 2016 to Jun 22, 2016	Reflection action plan	Completed
--	-----	-----------------------------	------------------------	-----------

Reflection

increasing complexity, range, and number of informational texts students read across disciplines through additional vertical and horizontal planning	Dept Chair and TCT leads	Aug 29, 2016 to Jun 19, 2017	Examine current units to add complex texts using databases such as the IB OCC and CPS databases	On-Track
--	--------------------------	------------------------------	---	----------

Core Instruction

Provide PD on Depth Of Knowledge	Brightwell	Aug 1, 2016 to Aug 2, 2016	Agenda, sign in, PD	Completed
----------------------------------	------------	----------------------------	---------------------	-----------

Pd

Conduct a unit audits to examine Depth Of Knowledge of learning tasks	Brightwell, TCT teams	Aug 1, 2016 to Jun 23, 2017	feedback from unit review	On-Track
---	-----------------------	-----------------------------	---------------------------	----------

Curriculum Design

Modify learning plans to increase the level of DOK	TCT teams	Aug 1, 2016 to Jun 23, 2017	Modified learning plans	On-Track
--	-----------	-----------------------------	-------------------------	----------

Horizontal and vertical alignment of honors courses to support academic skills and DOK needed for the IB Diploma Programme	Baldwin-Glenn	Aug 1, 2017 to Jun 19, 2018	vertical alignment documents as well Diploma Programme retention statistics	Not started
--	---------------	-----------------------------	---	-------------

Strategy 3

If we do...





...then we see...

...which leads to...

create more opportunities for student voice and engagement within the school	increased student ownership, pride, and connection to the school	increased attendance and an increase in restorative practices
--	--	---

Tags:
Climate and Culture, Student enrichment

Area(s) of focus:
4

Action step 	Responsible 	Timeframe 	Evidence for status 	Status
Align electives and extracurriculars to student interests (based on student focus groups and surveys)	DOI, Chief Counselor, Administration	Apr 1, 2016 to Apr 30, 2016	"Teachers and students take survey. Sophomores are matched to teachers with similar interests for personal project. Elective courses are decided based on student survey and teacher certifications."	On-Track
Climate and Culture				
Students provide school updates and announcements via TV screens and email	Abad	Apr 1, 2016 to Jun 19, 2018	Weekly announcements made by students	On-Track
Student engagement				
Create a month to month door contest theme	Triche	Aug 1, 2017 to Aug 31, 2017	Photo Book	Not started
Student engagement				
Create a student voice committee to provide feedback on school initiatives and drive student interests	Student Voice Teacher Sponsor	Apr 1, 2016 to Sep 30, 2016	Elections and weekly minutes kept by the teacher sponsor	Completed
Student engagement				
Create a student newspaper/publication	Possible Club or Class	Apr 1, 2016 to Sep 30, 2016	Newsletter	Postponed
Student engagement				
Host "Lunch with the principal"	SOS or Dean of Instruction	Aug 1, 2016 to Jun 23, 2017	Photo	Behind
Student engagement				
Ensure Peer Jury involves a representative group of students.	SOS	Apr 1, 2016 to Jun 23, 2017	Demographics of peer jury align to those of overall student enrollment.	Completed
Student engagement				
Student voice committee operates voting drives for eligible students.	Student Voice Teacher Sponsor	Sep 1, 2016 to Nov 30, 2016	Fliers and a list of eligible voters from the school	Not started
Student engagement				
All sophomores create MYP projects that focused on engagement of students within the school but have external outcomes which benefit society.	MYP Coordinator and teacher mentors	Sep 1, 2016 to Apr 21, 2017	A list of external partners who the Admirals assisted; Personal projects fair	On-Track

Student engagement

Have student representatives speak and/or serve as liaisons to the ILT about academic concerns.	ILT Coordinator	Aug 1, 2017 to Jun 19, 2018	Sign-in rosters, agendas, and minutes.	Not started
---	-----------------	-----------------------------	--	-------------

Student engagement

Student leaders program for seniors. A program designed for a finite number of students to be interns or teacher assistants for a course they have an aptitude.	DOI, Chief Counselor, Administration	Aug 1, 2017 to Jun 19, 2018	Grade received by student	Not started
---	--------------------------------------	-----------------------------	---------------------------	-------------

Student engagement

Increase enrollment in National Honor Society	Hadac	Apr 1, 2016 to May 31, 2016	Capture a chart balancing enrollment again enrollments in National Honor Society	On-Track
---	-------	-----------------------------	--	----------

Student enrichment

Strategy 4

If we do...

Invest in learning about, establishing common language for and creating a school-wide system of data-based, tiered academic and social/emotional supports

...then we see...

teachers collaboratively developing and applying appropriate interventions to support kids across each tier

...which leads to...

an increase in on-track/on-pace rate across grade levels and a GPA increase of

Tags:

MTSS, Core Instruction, Data

Area(s) of focus:

1

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Provide PD to all staff on MTSS, with specific focus around teacher and teacher team and grade-level roles in supporting this work.	Climate & Culture Team, Special Education Department, ILT, Network Support needed	Aug 1, 2016 to Jun 20, 2017	PD agendas and plan along with staff feedback on this as well as TCT agendas.	Completed
Create a freshmen MYP reading class that focuses on increasing literacy, SEL and organizational skills	MYP Reading Teacher (undecided as of yet)	Aug 1, 2016 to Aug 31, 2016	MYP reading curriculum plan	Completed
Develop and implement plan for blended learning and differentiation supports for Mathematics courses in 9th-11th grade.	ILT & Math Departments	Aug 1, 2016 to Aug 31, 2016	Completed blended learning plan with accompanying software/curricular support	Completed
Create and post school-wide expectations to increase awareness on school rules and regulations.	Triche	Aug 1, 2016 to Aug 26, 2016	(Blank)	Completed

Implement a behavior re-entry plan for students returning from suspension	Triche, Case Manager/SpEd Team, Counseling	Aug 29, 2016 to Jun 20, 2017	Re-entry plan form	Completed
Meet regularly with outside providers/programs (hospitals, mental health/social service agencies, juvenile justice personnel, Youth Guidance (BAM), ENLACE, GEAR UP, UCAN, Urban Life Skills)	Administration, Social Workers, Case Manager, Nurse, Counseling, SOS, and Attendance Offices	Aug 1, 2016 to Jun 20, 2017	Internal programming for students via groups, one-on-one, consultations, sign-in sheets/attendance records, MOUs	On-Track
Collect and use existing data to complete a needs assessment in regard to school climate, intervention supports, and multi-tiered systems of support with particular focus on a "core instruction" Tier 1 audit.	Climate & Culture Team, Special Education Department, ILT	Aug 29, 2016 to Sep 28, 2016	Data on tier 1 core instruction from RLS	Completed
Teachers utilize benchmark data to inform teaching and target priority skills to teach and determine Tier 2 supports for specific skills	All Teachers	Aug 29, 2016 to Jun 20, 2017	Post test results for math and literacy test. Unit and lesson plans that address targeted skills from diagnostics.	On-Track
Create a quarterly academic celebration for students who are on the A/B Honor Roll to improve overall academic success for students, especially during first and third quarter slump	Grade-Level Leads, Advisory Teachers, Counseling	Aug 29, 2016 to Jun 20, 2017	Distribution of Certificates/artifact during Advisory, posting of Honor Roll on Grade-Level Cases	On-Track
Grade leve teams create an inventory and menu of supports access what has worked in the past	Ms. Langford	Nov 8, 2016 to Nov 15, 2016	documentation, menu of support	Completed
Teachers utilize the MTSS tracker in Gradebook to record and track Tier 2 and 3 interventions	All Teachers	Aug 29, 2016 to Jun 20, 2017	pull data from gradebook	On-Track
Create a MTSS PLC--include in the cycle quantitative academic data collection to inform MTSS supports	Ms. Langford	Nov 1, 2016 to Nov 25, 2016	Agendas	On-Track
Develop a system/expectations to collect, analyze, and respond to data on our students' academic skills--mastery manager	Brightwell	select	policy guide, flow chart	On-Track

develop a system for collecting, analyzing, and responding to data on our students' social emotional tiered supports with specific emphasis on behavior and attendance and adjusting supports based on data	Behavioral Health team, counselors	select	policy guide, flow chart	On-Track
Provide differentiated training for parents with both internal stakeholders (PAC, BAC, School Social Worker, Counselors), as well as leveraging our community organizations such as GEAR UP and ENLACE	Elizalde-Vaca, PAC and BAC School Leads	select	PD Agenda and resources	On-Track
Provide differentiated training for staff with both internal stakeholders (Administration, Counseling, SOS, Social Workers, IB) as well as outside organizations/providers such as GEAR UP, ENLACE, Youth Guidance	Behavioral Health team, counselors	select	PD Agenda and resources	On-Track
Provide PD on using data: targeted grouping, leveled texts, zone of proximal development	Behavioral Health team, counselors	select	PD Agenda and resources	Not started
Establish systems and processes for tracking Tier 2 and Tier 3 with regular intervals for reviewing and adjusting supports based on data	(Blank)	select	Data, agendas	Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Conducting a root cause analysis for a) why students- including English Language and Diverse Learners- are failing and also investigate: 1) What academic behaviors do students need to be successful? To what extent students understand how they are assessed?</p> <p>Tags: Diverse Learners, English Learners, Assessment, Grading, Gradebook, Assessment, Grading</p>	ILT	Feb 2, 2016	Apr 30, 2016	Completed
<p>✚ Start learning process in ILT around grading policy and focus groups</p> <p>Tags: Diverse Learners, English Learners, Assessment, Grading, Gradebook, Teacher Teams/Collaboration, Grade level meetings</p>	ILT	Apr 1, 2016	May 31, 2016	Completed
<p>✚ Develop, propose, and finalize grading policy options for SY2017, re-take policy.</p> <p>Tags: Diverse Learners, English Learners, Assessment, Grading, Gradebook, Supports</p>	All staff with ILT guidance	May 1, 2016	Jun 30, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✚ Plan professional development to provide staff with resources that help address issues noted in root cause analysis. Develop plan for helping students articulate their learning and a plan for addressing and reinforcing non-cognitive behaviors conducive to academic success</p> <p>Tags: Diverse Learners, English Learners, Assessment, Grading, Gradebook, Teacher Teams/Collaboration, Professional development</p>	Admin Team with ILT input	Jul 1, 2016	Aug 31, 2016	On-Track
<p>✚ Teachers align assignments/assessments to standards (for instance, there is an option to do this in Gradebook) and implement retake policy</p> <p>Tags: Diverse Learners, English Learners, Assessment, Grading, Gradebook</p>	Teachers	Sep 1, 2016	Jun 30, 2017	Behind
<p>✚ Monitor Gradebooks on quarterly basis to ensure compliance and provide additional input regarding grading policies.</p> <p>Tags: Diverse Learners, English Learners, Assessment, Grading, Gradebook, Gradebook</p>	Administrative Team	Sep 1, 2016	Jul 27, 2017	On-Track
<p>✚ Conduct tuning assessment protocol to evaluate student performance data; findings will be logged into the common assessment tracker</p> <p>Tags: Diverse Learners, English Learners, Assessment, Grading, Gradebook</p>	Teacher Teams			On-Track
<p>✚ Add explicit language to the grading policy about aligning all assignments to standards so that grades are truly representative of what a students knows in relation to the standards and not compliance.</p> <p>Tags: Diverse Learners, English Learners, Assessment, Grading, Gradebook</p>	Brightwell	Jul 2, 2017	Jul 31, 2017	Not started
<p>✚ Teachers audit the kids' grades against the grade descriptors</p> <p>Tags: Diverse Learners, English Learners, Assessment, Grading, Gradebook</p>	All teachers	Aug 1, 2017	Jun 19, 2018	Not started
<p>✚ Provide professional development around argumentative literacy to all teachers</p> <p>Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor, Professional development</p>	Brightwell	Sep 1, 2015	Jun 21, 2016	Completed
<p>✚ Look at student work with the focus on argumentative literacy.</p> <p>Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor, Data Use</p>	TCT Teams	Aug 1, 2015	Jun 21, 2016	Completed
<p>✚ Create an action plan to address deficiencies identified from the post-test data collected in Winter 2016</p> <p>Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor, Data Use, Cycles of professional learning</p>	ILT	Aug 1, 2015	Jun 24, 2016	Completed
<p>✚ Conduct peer observations</p> <p>Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor, Professional Learning, Reflection</p>	All Teachers	Apr 1, 2016	Apr 30, 2016	Completed
<p>✚ Conduct learning walks to monitor TIA</p> <p>Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor, Professional Learning, Data Use</p>	ILT	May 1, 2016	Jun 10, 2016	Completed
<p>✚ Reflect on learning walks to inform work needed for next learning cycle.</p> <p>Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor, Reflection</p>	ILT	May 1, 2016	Jun 22, 2016	Completed
<p>✚ increasing complexity, range, and number of informational texts students read across disciplines through additional vertical and horizontal planning</p> <p>Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor, Core Instruction</p>	Dept Chair and TCT leads	Aug 29, 2016	Jun 19, 2017	On-Track
<p>✚ Provide PD on Depth Of Knowledge</p> <p>Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor, Pd</p>	Brightwell	Aug 1, 2016	Aug 2, 2016	Completed
<p>✚ Conduct a unit audits to examine Depth Of Knowledge of learning tasks</p> <p>Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor, Curriculum Design</p>	Brightwell, TCT teams	Aug 1, 2016	Jun 23, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Modify learning plans to increase the level of DOK Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor</p>	TCT teams	Aug 1, 2016	Jun 23, 2017	On-Track
<p>✚ Horizontal and vertical alignment of honors courses to support academic skills and DOK needed for the IB Diploma Programme Tags: Assessment, Instructional Coaching, Instruction, Dok, Classroom rigor</p>	Baldwin-Glenn	Aug 1, 2017	Jun 19, 2018	Not started
<p>✚ Align electives and extracurriculars to student interests (based on student focus groups and surveys) Tags: Climate and Culture, Student enrichment, Climate and Culture</p>	DOI, Chief Counselor, Administration	Apr 1, 2016	Apr 30, 2016	On-Track
<p>✚ Students provide school updates and announcements via TV screens and email Tags: Climate and Culture, Student enrichment, Student engagement</p>	Abad	Apr 1, 2016	Jun 19, 2018	On-Track
<p>✚ Create a month to month door contest theme Tags: Climate and Culture, Student enrichment, Student engagement</p>	Triche	Aug 1, 2017	Aug 31, 2017	Not started
<p>✚ Create a student voice committee to provide feedback on school initiatives and drive student interests Tags: Climate and Culture, Student enrichment, Student engagement</p>	Student Voice Teacher Sponsor	Apr 1, 2016	Sep 30, 2016	Completed
<p>✚ Create a student newspaper/publication Tags: Climate and Culture, Student enrichment, Student engagement</p>	Possible Club or Class	Apr 1, 2016	Sep 30, 2016	Postponed
<p>✚ Host "Lunch with the principal" Tags: Climate and Culture, Student enrichment, Student engagement</p>	SOS or Dean of Instruction	Aug 1, 2016	Jun 23, 2017	Behind
<p>✚ Ensure Peer Jury involves a representative group of students. Tags: Climate and Culture, Student enrichment, Student engagement</p>	SOS	Apr 1, 2016	Jun 23, 2017	Completed
<p>✚ Student voice committee operates voting drives for eligible students. Tags: Climate and Culture, Student enrichment, Student engagement</p>	Student Voice Teacher Sponsor	Sep 1, 2016	Nov 30, 2016	Not started
<p>✚ All sophomores create MYP projects that focused on engagement of students within the school but have external outcomes which benefit society. Tags: Climate and Culture, Student enrichment, Student engagement</p>	MYP Coordinator and teacher mentors	Sep 1, 2016	Apr 21, 2017	On-Track
<p>✚ Have student representatives speak and/or serve as liaisons to the ILT about academic concerns. Tags: Climate and Culture, Student enrichment, Student engagement</p>	ILT Coordinator	Aug 1, 2017	Jun 19, 2018	Not started
<p>✚ Student leaders program for seniors. A program designed for a finite number of students to be interns or teacher assistants for a course they have an aptitude. Tags: Climate and Culture, Student enrichment, Student engagement</p>	DOI, Chief Counselor, Administration	Aug 1, 2017	Jun 19, 2018	Not started
<p>✚ Increase enrollment in National Honor Society Tags: Climate and Culture, Student enrichment, Student enrichment</p>	Hadac	Apr 1, 2016	May 31, 2016	On-Track
<p>✚ Provide PD to all staff on MTSS, with specific focus around teacher and teacher team and grade-level roles in supporting this work. Tags: MTSS, Core Instruction, Data</p>	Climate & Culture Team, Special Education Department, ILT, Network Support needed	Aug 1, 2016	Jun 20, 2017	Completed
<p>✚ Create a freshmen MYP reading class that focuses on increasing literacy, SEL and organizational skills Tags: MTSS, Core Instruction, Data</p>	MYP Reading Teacher (undecided as of yet)	Aug 1, 2016	Aug 31, 2016	Completed

District priority and action step	Responsible	Start	End	Status
<p>✚ Develop and implement plan for blended learning and differentiation supports for Mathematics courses in 9th-11th grade. Tags: MTSS, Core Instruction, Data</p>	ILT & Math Departments	Aug 1, 2016	Aug 31, 2016	Completed
<p>✚ Create and post school-wide expectations to increase awareness on school rules and regulations. Tags: MTSS, Core Instruction, Data</p>	Triche	Aug 1, 2016	Aug 26, 2016	Completed
<p>✚ Implement a behavior re-entry plan for students returning from suspension Tags: MTSS, Core Instruction, Data</p>	Triche, Case Manager/SpEd Team, Counseling	Aug 29, 2016	Jun 20, 2017	Completed
<p>✚ Meet regularly with outside providers/programs (hospitals, mental health/social service agencies, juvenile justice personnel, Youth Guidance (BAM), ENLACE, GEAR UP, UCAN, Urban Life Skills) Tags: MTSS, Core Instruction, Data</p>	Administration, Social Workers, Case Manager, Nurse, Counseling, SOS, and Attendance Offices	Aug 1, 2016	Jun 20, 2017	On-Track
<p>✚ Collect and use existing data to complete a needs assessment in regard to school climate, intervention supports, and multi-tiered systems of support with particular focus on a "core instruction" Tier 1 audit. Tags: MTSS, Core Instruction, Data</p>	Climate & Culture Team, Special Education Department, ILT	Aug 29, 2016	Sep 28, 2016	Completed
<p>✚ Teachers utilize benchmark data to inform teaching and target priority skills to teach and determine Tier 2 supports for specific skills Tags: MTSS, Core Instruction, Data</p>	All Teachers	Aug 29, 2016	Jun 20, 2017	On-Track
<p>✚ Create a quarterly academic celebration for students who are on the A/B Honor Roll to improve overall academic success for students, especially during first and third quarter slump Tags: MTSS, Core Instruction, Data</p>	Grade-Level Leads, Advisory Teachers, Counseling	Aug 29, 2016	Jun 20, 2017	On-Track
<p>✚ Grade level teams create an inventory and menu of supports access what has worked in the past Tags: MTSS, Core Instruction, Data</p>	Ms. Langford	Nov 8, 2016	Nov 15, 2016	Completed
<p>✚ Teachers utilize the MTSS tracker in Gradebook to record and track Tier 2 and 3 interventions Tags: MTSS, Core Instruction, Data</p>	All Teachers	Aug 29, 2016	Jun 20, 2017	On-Track
<p>✚ Create a MTSS PLC--include in the cycle quantitative academic data collection to inform MTSS supports Tags: MTSS, Core Instruction, Data</p>	Ms. Langford	Nov 1, 2016	Nov 25, 2016	On-Track
<p>✚ Develop a system/expectations to collect, analyze, and respond to data on our students' academic skills--mastery manager Tags: MTSS, Core Instruction, Data</p>	Brightwell			On-Track
<p>✚ develop a system for collecting, analyzing, and responding to data on our students' social emotional tiered supports with specific emphasis on behavior and attendance and adjusting supports based on data Tags: MTSS, Core Instruction, Data</p>	Behavioral Health team, counselors			On-Track
<p>✚ Provide differentiated training for parents with both internal stakeholders (PAC, BAC, School Social Worker, Counselors), as well as leveraging our community organizations such as GEAR UP and ENLACE Tags: MTSS, Core Instruction, Data</p>	Elizalde-Vaca, PAC and BAC School Leads			On-Track
<p>✚ Provide differentiated training for staff with both internal stakeholders (Administration, Counseling, SOS, Social Workers, IB) as well as outside organizations/providers such as GEAR UP, ENLACE, Youth Guidance Tags: MTSS, Core Instruction, Data</p>	Behavioral Health team, counselors			On-Track

District priority and action step	Responsible	Start	End	Status
<p>✚ Provide PD on using data: targeted grouping, leveled texts, zone of proximal development Tags: MTSS, Core Instruction, Data</p>	Behavioral Health team, counselors			Not started
<p>✚ Establish systems and processes for tracking Tier 2 and Tier 3 with regular intervals for reviewing and adjusting supports based on data Tags: MTSS, Core Instruction, Data</p>				Behind

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 approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students 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 supplant 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.

Parents and PAC facilitators will meet once a month to develop, review, and revise the NCLB Title 1 parental involvement plan and policy. Additionally, parents will be on the CIWP planning team to help develop policy, specifically the family and community involvement section. Parents will also be offered professional development opportunities throughout the school year (through both internal and external stakeholders, such as ENLACE, GEARUP, FCA Counseling Office, etc). Parents will also take other field trips to various professional development events in an effort to familiarize parents about best practice techniques in education, as well as, to inform them about how other schools are utilizing NCLB Title 1 funds. Announcements will be posted on the Farragut web site and fliers will be sent home.

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

Annual informational meeting will be held in September of 2016. The Farragut web site posts announcements, information about events, pictures of activities, invitations to parent meetings, and all academic news and dates to keep parents, community, and students updated in both English and Spanish. Parents attend monthly PAC meetings, where school related issues, programs and activities will be on the agenda. Participation is encouraged via web site, letters sent home, and marquee postings. The PAC chairperson will provide a meeting summary at LSC meetings and encourage attendees to bring friends to the next PAC meeting.

Title 1 Annual Meeting September 21, 2016 at 9:30am

Title 1 Organizational Meeting October 7, 2016

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.

Farragut will utilize its website to provide parents with information in a timely manner regarding Title 1 programs including a description and explanation of the curriculum, academic assessment tools used to measure a child's progress, and the proficiency levels students are expected to meet. Topics for the first few monthly PAC meetings will include planning for a successful academic year, academic goals and habits, and postsecondary information for students and parents. Counselors, administrators, teachers, and consultants will be the presenters.

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.

PAC meetings are held in our newly created "Parent Room" (Room 163) on a regular basis and we will continue this practice. An agenda and open forum gives families access to resources and information. Computers are also available for parent use in Room 163. School and community liaisons are available for parents at all times. Our PAC facilitators and administrators have an open door policy and parents are always welcome to attend local school council meetings to formulate suggestions.

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.

State test results (currently PARCC/ACT/ACCESS and moving forward, PSAT/SAT) will be distributed to students, in division, to take home to review with their parents. Counselors will also have this information and will meet with individual parents by appointment. The school web site will remind parents that this service is available. PAC will also follow-up with a meeting addressing testing and how to interpret results. In addition, the Bilingual Lead Coordinator will host assemblies for students in the English Learners program to communicate expectations for ACCESS testing. The Bilingual Advisory Council (BAC) will communicate ACCESS scores and how to interpret results to parents during BAC meetings.

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.

Every effort will be made to hire "highly qualified" teachers, however, in the event that someone is not, then first we will confirm the status, and send the official CPS letters to the parents of the students being taught by that individual informing them of the teacher's credentials. We will follow procedures outlined by CPS.

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.

Farragut will assist parents by conducting a data meeting to inform parents of Common Core standards as well as familiarize them with state and local assessments including alternate assessments; parents will also be trained on how to use the parent portal when checking student progress. A good part of the training, conducted by counselors and teachers, will be devoted to analyzing students in regards to percentages verses grades. Parents will also be guided on how the data affects achievement for college readiness. The Attendance Team has also included Parent Portal conversations as part of every parent conference to streamline communication so that most parents are registered on Parent Portal and are receiving updates on grades through alerts set up in the system. The Diverse Learner department (Case Manager) will communicate alternate testing as well as accommodations for students who require additional supports in standardized 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.

PAC provides parent training and opportunities for parents to learn about academic support. Events are organized where parents receive advice on the best strategies for them to promote their child's academic progress at home. Parents will be urged to attend conferences and community activities that strengthen their contribution to educational success.

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.

Teachers meet biweekly to discuss and track student interventions to support student's academic success. They utilize Student Logger to update and gather data, as well as obtain parental contact information to call families to provide them with updates. Additionally, a select number of teachers and parents attend the NCLB Title 1 Conference and the Annual Bilingual Conference. A follow-up meeting between parents and staff will be scheduled to discuss things learned at the annual events. Another important facet is the way in which teachers communicate with parents. All teachers are expected to post grades regularly in their digital grade book and parents are trained on how to use those grade books during parent report card pick-up and during NCLB PAC meeting on TBD.

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.

Farragut has a Pre-K program that is thriving. Increasing efforts will be made to integrate parent activities with high school orientated meetings. Also Farragut will conduct more articulation meetings at the elementary level to encourage students and parents to get involved with Freshman Connection before students enter high school, as well as, have students and parents meet with college counselors to discuss their four year plans. Our staff, and administration, will attend community events as well as high school fairs to discuss transitioning to high school to better support the needs of our students and their families.

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.

Farragut's website is an important source of communication between home and school. It is available in both English and Spanish. All announcements and information for parents is posted in both English and Spanish. This keeps the parents current and updated on any changes in school schedules or activities. In addition, the marquee in front of the school will inform parents and community of events and dates in both English and Spanish. We will also distribute letters home when needed through postal mail, or through student distribution.

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.)

Farragut Career Academy's mission is to empower students to become life-long productive thinkers and responsible citizens through challenging curricula emphasizing community and global awareness.

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.

Freshman Orientation, August 2016
Open House, September 2016
Parent Conferences on School Progress (Report Card Pick-up) November 2016 and April 2017

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

Farragut will provide progress reports at 5 week intervals by mailing reports home. Parents will pick up grades at Farragut on CPS scheduled report card pick-up dates and at the end of the 1st semester. Parents will also be trained on how to use Parent Portal so that they could monitor their child's progress on a weekly/daily basis. The frequency of these reports will enable parents to intervene if and when the student is not meeting expected goals.

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

The school website will enable parents to communicate directly with the classroom teacher. Parents will have access to staff during two report card pick-up conference days, and by appointment during the school year. Teachers will be available for conferences during freshman orientation and open house. Teachers are also encouraged to call homes regularly to keep students on track and to modify behavior when needed. Teachers are also free to meet with parents during their preparation periods. In addition, we will host Parent Nights and Parent Cafes for our 12th grade students to provide additional supports for post-secondary preparation.

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 are encouraged to be active participants in their child's learning process and social development by volunteering their services to: assist in the library, attendance office; monitor hallways; serve as translators; chaperone field trips and sports activities; and assist with student projects and special events. Radio announcements and school website will announce planned activities and encourage parents to participate.

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

FCA will increase parent involvement by forming a parent organization team that will work to increase parent participation. We will offer workshops that will help parents understand the expectations of a successful education. Sessions will empower parents and familiarize them with the tools and support needed to assist in their child's learning.

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

Parent outreach will consist of a parent leadership team that will meet at scheduled times (at least once monthly) to address the needs of parents and school. Because GearUp will be supporting 9th, 11th and 12th grades next year, we will utilize our GearUp parent representative to continue to bring in new parents and engage them in the weekly activities we offer to parents. PAC, Bilingual Parent Council, and LSC will work to increase attendance at parent/student events, workshops, field trips, and social gatherings, in addition to participation in decision-making at the school level. Parents will attend conferences and share new ideas for programs that they would like to see at FCA. The school will offer parent classes in English, computer skills, and other subjects as determined by parent surveys and suggestion. The school will give parents a greater voice. In addition, parent/student field trips to colleges will be increased to encourage enrollment in higher education

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 will review their grades in Grade Book, thus empowering them to take responsibility for tracking their own progress. Incentives offered by community partners and FCA will inspire students to strive for high 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 increase student academic achievement through parental involvement; specify your goals.

In order to support our students success in their post-secondary endeavors, we must provide the necessary tools to parents so we can strengthen our partnership in ensuring academic success for all of our students. We will be providing parents with access to online software to increase their own academic skills so they can support their children at home with academic supports. In addition, we would like to expose our parents to the post-secondary process by attending college campuses, providing guest speakers to discuss the college process- including how to apply to colleges, the facts about the financial aid process, etc. We also want to encourage parent participation at the meetings by offering incentives, such as refreshments and materials. We also want to provide training to parents so they can support their child's social-emotional development so our students can focus on their academics.

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 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies 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.	\$ 1000 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1000 .00

54125	Consultants 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)	\$	1000	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	0	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	0	.00
54565	Reimbursements 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.	\$	Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$	Amount	.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.	\$	3626	.00