



Gage Park High School (/school-plans/530) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
01/14/2016	Metcalf, Arostegui, Patterson, Shannon, Bowman, Diaz-Camacho, Wright, Rodriguez	SEF, Discussion 1: State of GPHS

01/20/2016	Metcalfe, Arostegui, Patterson, Shannon, Bowman, Heider, Rodriguez, Diaz-Camacho	SEF, Discussion 2: State of GPHS
02/09/2016	Metcalfe, Arostegui, Patterson, Shannon,	SEF, Organization of Content & Form Completion
03/02/2016	Arostegui, Diaz, Diaz-Camacho, Heider, Sykes, Jones, Shannon	SEF, Discussion of Framework Priorities
03/14/2016	ILT: Diaz, Diaz-Camacho, Heider, Sykes, Shannon	Completed Goals Section
03/15/2016	ILT: Diaz, Diaz-Camacho, Heider, Sykes, Shannon	Collaboration on Strategies Section
03/14/2016	Admin: Metcalfe, Patterson, Shannon	Collaboration on Strategies Section
03/14/2016	ILT: Diaz, Diaz-Camacho, Heider, Sykes, Jones, Shannon	Collaboration on Strategies Section
03/16/2016	ILT: Diaz, Diaz-Camacho, Heider, Sykes, Shannon	Collaboration on Strategies Section
03/29/2016	ILT: Diaz, Diaz-Camacho, Heider, Sykes, Shannon	Collaboration on Funds Compliance Section
03/30/2016	LSC & Admin: Wright & Shannon	Collaborating on Parent Plan Section
03/21/2016	SWOP (Community Partner), Patterson, Shannon	Collaborating with school partner on CIWP;Strategies; Parent Plan Section
05/25/2016	Shannon, Carter	Explanation of CIWP and Discussion of Instructional Strategies/Goals

### 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.

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The principal uses a variety of structures (i.e annual State of the School, quarterly student town hall meeting, monthly parent advisory groups, professional development meetings and flex days) to communicate the school's mission and vision to the leadership, teachers and staff, students, and community partners (Southwest Organizing Project, U.M.O.J.A., Gads Hill, Youth Job Corps, Community in Schools, Early Advantage Family Services) in a variety of forums. Students are kept apprised of pertinent school information via quarterly in-school town hall meetings, summer orientation for all students; a student council that meets on a consistent basis is yet to be formed. The leadership team is based on the distributive leadership model and meets twice-weekly for administrative meetings.

Teachers and staff—twice-weekly department meetings, annual State of School, PD and flex days, vertical grade level meetings, state and national conferences that align with the mission and vision, weekly social emotional learning, culture and climate, weekly post-secondary, bi-weekly Instructional Leadership Team meetings and bi-weekly data team meetings.

### 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"> <li>✓ School’s vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

### Instructional Leadership Team:

Score

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.

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Evidence: There is an ILT which consists of a mixture of administrators and teachers from various content areas. Teachers attend Network 8 ILT members and occasionally share their learning with their respective content areas. There is a structure in place for reviewing school-wide data. However, this is inconsistently used. Data Team inconsistently holds meetings. Learning walks and instructional rounds have been planned but to date only one has been executed, where teachers’ practice has been videotaped and FOT & ILT have reviewed these practices with a group collaborated rubric/protocol. The ILT adopted a problem of practice that was selected by the administrative team based on school data and administrator-led learning walks.

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

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Grade Level and Professional Development agendas are submitted to either the network or content lead for approval to ensure alignment with school wide goals and expectations. Teachers submit feedback after each session providing suggestions for future PD's and suggestions for improvement. Teachers participate in weekly course content team meetings; teachers are beginning to engage in individual coach cycles. The schools holds bi-weekly flex day PD sessions for an hour, this is used for P.L.G.'s and Grade Level work. Teachers are meeting for 15 days to begin creating curriculum maps Structures for department and vertical team meetings, local, state, and national conferences, mentoring. Teacher leaders attend quarterly Network 8 professional learning sessions.

Structures and supports are in place for teachers to collaborate within a professional learning community and receive various strategies and practices for increasing their professional capacity. However, there is insufficient evidence of these strategies and practices being realized in classroom instruction and teacher self-reflection for improvement (Domains 3 & 4).

## 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"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

### 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

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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.

Credit Recovery, Departmental Meetings on Flex Days to address student D & F lists, MB Financial partner to fund our College & Career lab

School priorities are set around increasing student achievement, with the key levers being identified as increasing staff capacity for instructional delivery, differentiation of instruction, early identification of students in need of intervention (both academic and social emotional) and instilling a school-wide college/career achieving mindset.

Budget/Staff. The principal purposefully added technical equipment (computers) and staff ( Math and ELA Lab Coordinators) to support those students in need of additional academic supports; students were chosen based on data (D & F lists, summative exams, standardized assessments, lexile scores). SmartBoards were added to virtually every classroom, in order to allow greater student engagement and incorporation of technology into instruction (video streaming, internet access on demand, digital assessments, etc.). Additionally, on flex PD days, grade-level teams teachers have received additional funding to discuss action plans that address the needs of students (academic, attendance, social emotional), and monies are allocated to hire instructors for credit recovery/night school as well as pay for teachers participating in curriculum planning for the 2016-2017 school year; all of these are in line with the priorities of the school. There were budget allocations also made for novels for multiple grades, in order to increase student engagement and invoke higher order discussion and questioning in instruction. Teacher schedules allow for both grade-level (bi-weekly) and departmental meetings (1X week) where teachers collaborate on instructional planning and professional development.

Partnerships: Our partners are strategically incorporated into furthering our school goals. Examples include CityYear (academic intervention, mentoring), MB Financial Bank (sponsor of GPHS College & Career Suite), Gad's Hill, Community in Schools, UMOJA and "Quiet Time" (SEL support);

Students/Parents. The principal conducts monthly parent advisory meetings to understand the needs of the future /present student body. Students are surveyed to determine interests to develop elective course offerings. Schedules for students are designed to meet individual student needs by staff carefully analyzing data (passed/failed classes, IEP, ELL Profiles, standardized test results) to place students with the appropriate teachers and staff member to enhance student learning. Student and family social emotional needs are met through the schools partnerships with Strive, Grow, Achieve (SGA) Youth and Family Services; Community in Schools (CIS) and Gads Hill. Students are provided.

Programming. Online academic interventions are available in English Language Arts (Achieve 3000); Mathematics (Carnegie Learning); Imagine Learning (English Language Acquisition). These interventions are interwoven into the student's academic schedule. More rigorous coursework is also offered, such as Physics, Chinese, Honors/AP, dual-enrollment and college credit courses.

Non-academic programs such as Resources Invested for School Enrichment (RISE) Academy provides students with programs such as Theater, Dance and Modeling. We also have viable sports programming, i.e., baseball, football, track and field, fitness and Pom-Poms.

### 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	<ul style="list-style-type: none"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> <li>B4. Hires and Retains Highly Effective Teachers</li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

Score

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The school has increased the number of Advanced Placement and Honors courses. Additionally, the number of dual credit and dual enrollment classes have been doubled in the last year. Teachers are currently receiving coaching around their design of curriculum maps that include scope and sequences, strategies, standards-aligned lesson/unit plans and uniformed assessments. Our school curriculum is aligned to Illinois state Common Core and college readiness standards, as well as NGSS, WIDA. Unit and Lesson plans include modifications and accommodations for diverse learners and English language learners. The curriculum focuses on intentional strategies for instructing English Language Learners. The network support teacher leaders from all content area with quarterly unit planning. Teacher leaders support and facilitate learning for colleagues during grade level meetings. The leadership team looks at unit, lesson plans and assessments weekly for alignment and results to ensure that teachers are supporting student mastery.

## 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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility.

Score

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)

English language arts teachers' uses novel studies to with varied lexile levels to promote access to learning for all students. Additionally, materials are vetted for cultural relevance to increase student interest. In every content, teachers are talking and presenting student choice for accessing content while scaffolding to challenge students through differentiating the process. Cognitive Tutor an online math tool is used to provide students with additional support at their level. English Language Arts uses Achieve 3000 to differentiate and provide text for all students at their lexile level. Imagine Learning was purchased to support our English Language Learners and is used on a daily basis during pull-out. Co-teaching and general classroom teachers were trained on five co-teaching models that are observable during daily walk-throughs.

## 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	<ul style="list-style-type: none"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1c. Selecting Learning Objectives</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>

### Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses

Score



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)

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During weekly content team meetings, teachers use assessment and student work protocols to examine student work and assessments to determine task alignment and task complexity. Content administrators and teachers provide feedback in a safe environment. Teachers plan cross curricular assignments to bridge the gap between content. Teachers are developing syllabi to expose students keeping up with assignments and pacing. Daily tasks must include the 5 elements of the vision for teaching and learning which include: High levels of student engagement, authentic student work samples, writing and speaking which should be observable at any given point in a lesson. Gage Park has adopted DBQ as the uniformed process for approaching writing in and across content areas.

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

## Transitions, College & Career Access & Persistence:

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

## Score

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The school has a post-secondary leadership team that meets weekly to discuss providing and supporting students with post-secondary options. Through a partnership with MB bank, the school has adopted UMOJA Seminar curriculum for all students that support a clear plan to post-secondary that include the support of college coach and a career coach that assist students with identifying their needs and creating an action plan based on individual students. The curriculum also provides a deep social and emotional component that is grade level appropriate. The career coach identifies internships and job shadowing opportunities for all students. Gage Park has held several job shadowing days with AT and T and MB Bank for all students. Additionally Ada S McKinley and Gear Up is a new program and grant that will assist with students as they transition into post-secondary. This program will follow with students through college their first year of college to support this transition. One Goal is mentoring 25 juniors currently in preparation for post-secondary. Gage Park High School ensures that every student visits various types of schools and help students determine the appropriate match and fit based on their interest. Gage Park, dissolved its C.T.E. program to focus college program of study that includes more honors, advanced placement and dual credit classes. Quarterly town hall meetings are conducted with each grade level to discuss school wide and post-secondary initiatives.

## 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	<p>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</p> <p>C2. Builds a culture of high aspirations and achievement for every student.</p>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

**Instruction:**

Score

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.

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In terms of overall capacity, the vast majority of teachers at Gage Park HS fall along the continuum between basic and approaching proficiency. A few (less than 25%) teaches are proficient. In the majority of classes you will find teachers' questions lead students through a single path of inquiry with few high-level or open-ended questions. The tasks and texts minimally challenge students' thinking and result in active engagement of only students while allowing others to be passive, merely compliant, and sometimes not engaged at all. Although a few teacher are flexible and responsive to students' needs, most need support in assessing whether students are mastering the lesson's skill and adjusting their lesson and approach in the moment. Given this, the majority of teachers need support with writing basic lesson/unit planning. Specifically, through evidence gathered from daily Praise Question Suggestion (PQS) walks and REACH observations, the administrative team has determined that teachers primarily struggle with alignment among standards, objectives, activities, and assessment. With the belief that addressing teachers' knowledge and skills gap in this area would be the key lever to improving teacher practice, the administrative team, at the beginning of this academic year, the administrative team implemented several structures to build address these gaps. Specifically, we provided teachers with an overview of the Understanding by Design (UbD) framework during weekly department meetings. We also provided teachers with UbD unit and lesson plan templates to assist them in designing units and lessons. In addition, the administrative team provides teachers with regular feedback on their lesson (bi-monthly) and unit plans (every five weeks) which teachers have the option resubmit for a second review and additional feedback. Finally, the administrative team began supporting teachers in reviewing assessments and existing curricular scope and sequence (if available). Additional professional development and training is needed in this area to increase the capacity and support the growth of both teachers and administration in this area.

Although structures and systems of support are being created and implemented, the vast majority of teachers at Gage Park, as noted above, have not demonstrated the capacity to shift from one approach to another as the situation demands by carefully and consistently monitoring the effect of their teaching and learning. While all teachers conduct and review data from various forms of formative assessments (i.e. exit slips, quizzes, weekly assessments), this monitoring is inconsistent and has not yet translated into a change in practice nor had an overall positive impact on student achievement as evidenced by SQRP attainment scopes.

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

### 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.

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Gage Park HS is fully implementing a system of academic and social emotional (SEL) supports for all students. In terms of academics, a variety of interventions are being done school-wide to proactively address the academic needs of students. First, the administrative team generates a weekly D and F report and meets with their assigned content department teachers to review the data and create action plans for supporting students in improving grades. Second, the administrative team, data team, and teachers review the bi-weekly grade distribution reports from the Network 8 office to identify trends, root causes, and next steps to improve student performance in their classes. Third, an intervention known as "class time recovery" was recently instituted in January for students who miss 45 minutes or more of their 1st and 5 period classes. Once a week, students "recover" this time and complete the missing classwork during their 50-minute lunch period.

Currently, there is not a universal approach to instruction in the core curriculum that has been adopted at the school. The principal and administrative team recently began addressing this by creating a "Vision for Teaching and Learning" which was presented to the Instructional Leadership Team (ILT) for input and feedback. The goal is to finalize this vision and present it to all faculty members in the late spring. In tandem with creating this vision for teaching and learning, the administrative team has begun defining what universal instruction at Gage Park will look and sound like which will be finalized by June which corresponds with the end of the planning year for the School Improvement Grant. Also, while Tier 2 and Tier 3 academic supports are provided within the classroom, the process is not systematic in terms of teachers consistently using a problem solving process and progress monitoring system to track the effectiveness of interventions and student response to intervention.

At the beginning of the current school year, departments adopted block-scheduling models (30/30/30, Classic, Workshop, and Gradual Release) for teaching. Also, most teachers currently use a common marker board configuration that includes a bell ringer, standards-based learning objectives, activity, and an exit ticket.

In terms of social emotional (SEL) supports, a CARE Team, was created to support students with issues related to social, behavioral, health, and academic success. The team is comprised of the school social worker, psychologist, nurse, deans, and staff from our community partners, Gads Hill and Communities in Schools. The team meets weekly using a problem-solving approach to discuss students' academics, attendance, behavior, and health information and develops an action plan which includes strategies and interventions to support the student for success in the above-mentioned areas. The team's efforts have resulted in improved attendance rates (79% 2014 to 89% 2016), decreased disciplinary infractions (42% decrease in levels 3 to 5 infractions – Dashboard) and better behavior and social skills among students. This year, the team implemented a Positive Behavioral Interventions and Supports (PBIS) system to teach and reward students' positive academic and social behaviors. The team created a list of OWL Virtues (Respect, Accountability, Integrity, Excellence) that outline the behavior expectations for the entire school, hallways and stairs, cafeteria, bathrooms, and auditorium/assemblies. Also, the school has recently established partnerships with the David Lynch Foundation University of Chicago Crime Lab to pilot a Transcendental Meditation based Quiet Time program with our sophomore students. The core intervention of this program is centered on TM strategies, which focuses on reducing stress and the effects of trauma in students' daily lives. In this program, all sophomore students participate in twice-daily "quiet time" periods in the morning and afternoon (15 minutes each). For those who opt-in, TM lessons which supplement the practice are also offered for participating students and faculty.

## Guide for Multi-Tiered System of Support

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ 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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	<a href="#">1a. Demonstrating knowledge of content and pedagogy</a>
	<a href="#">1b. Demonstrating Knowledge of Students</a>
	<a href="#">1d. Designing Coherent Instruction</a>
	<a href="#">2d. Managing Student Behavior</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
<a href="#">4b. Maintaining Accurate Records</a>	
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

**Balanced Assessment & Grading:**

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

Score

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Currently, Gage Park HS uses multiple formal formative assessments to supplement district-centralized assess to measure, report, and document student progress and proficiency they do not provide a balanced and comprehensive picture of student learning (specifically as it relates to screening, diagnostic, and progress monitoring, especially for students receiving Tier 2 and Tier 3 services. Specifically, as a whole, teachers do not use (nor has administration required them to use) that a variety of instruments to produce information or give interim or summative assessments. These assessments, mostly teacher-created, are usually in the form of exit slips, quizzes, weekly tests, and unit/quarter/semester exams. Given there is only teacher per grade level in each grade level/department, common assessments have not been created. However, once the school population and number of teachers increase, we plan to have teachers collaborate in building common assessments. An initial review of teacher-created formative assessments conducted in the late fall reflected varying degrees of quality. While a few (less than 25%) teachers submitted high quality assessments (i.e. Darling-Hammond et al. criteria---1) assessment of higher-order cognitive skills 2)valid, reliable, and fair, 3)internationally benchmarked, etc.), the majority of the assessments were not. It is important to note that the administrative team did not provide teachers with a rubric or protocol to use when creating their assessments. Teachers have access and analyze school-wide and district data during flex day meetings and sometimes during department meetings. While teachers analyze their own classroom and department assessment data during weekly department meetings, this is inconsistent in terms of how and when. Currently, the school uses a couple of protocols from the National School Reform Faculty; however, there is no mandated school-wide protocol for analyzing assessment data. Outside of ACCESS testing, teachers do not use other assessments to measure the development of academic language for English learners.

In terms of the grading system, teachers use the traditional A-F grading scale. Grades consist mostly of student performance on a combination of categories classwork, assessments, and student participation. While departments use the same weight and categories, the grading system used does not always clearly, accurately, consistently, or fairly communicates the learning progress and achievement to students, families, and post-secondary institutions. For example, a student might earn an A in a class yet score at the basic or below proficiency levels on a standardized assessment. This might be contributed to several things, including grade inflation, quality of assessments, and/or inconsistent assignment of scores and proficiency levels against the same learning standards across students, teachers, assessments, and content areas.

**Guide for Balanced Assessment & Grading**

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

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a> <a href="#">1e. Designing Student Assessment</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	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, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

#### Score

1 2 3 4

There are several structures/programs in place to support a culture of learning, however we are at a basic level in realizing a school-wide atmosphere which reflects vigorous academic behaviors (both by staff and students). Professional development of staff around rigorous learning tasks and ambitious instruction has begun, but these strategies have yet to penetrate into classroom instruction on a building-wide scale. We have provided students opportunities to explore the arts (dance, dramatic arts) during and after-school. Staff, teachers and partners (i.e., CityYear) have begun collaborating concerning individual student goals for students (especially for those students exhibiting high needs) in the areas of academics, attendance and discipline, but the extent of that collaboration is not consistent. Our college and career suite provides school-wide post-secondary education opportunities, college/financial aid applications, career options and network-working opportunities, which heightens students' mindset concerning high academic expectations. The UMOJA classes provide skill-building in post-secondary and career options, as well as providing a venue for professionals from various disciplines to present to students, thereby serving as exemplars that 'hard work perseverance and achievement pays off'. Our SEL/Attendance team provides support to help students improve on their ability to persevere amidst challenges in order to achieve high academic and social emotional success. Our current supports for social emotional learning include Gad's Hill (counseling), S.G.A. (Youth & Family Services), and C.I.S. (Community in Schools – MTSS intervention).

## Guide for Culture for Learning

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

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 2 3 4



Although the 5 Essentials report indicates insufficient data on the subject of relational trust, relational trust in the school is determined to be in the developmental stage, as strong student to student and student to staff bonds are not evidently uniform throughout the school environment. Students are often heard swearing at each other, and on occasion (as indicated by our discipline record) as well. , swearing is directed at staff Evidence for increases in student to student trust is gleaned from 'restorative justice' session reports and the level of respect expressed between students both in the classroom and the hallways. Student to staff relational trust is enhanced by our "Check in, Check Out" system, which involves daily interaction between staff and students with a large segment (30%) of the student population. Generally speaking, relationships forged between staff (teachers) and students are well established, with staff having a good knowledge of students. Evidence of this is seen when staff collaborate with one another to effectively address student issues with staff members identified as having a strong relationship with that student. Teacher expectations for student interactions are inconsistent, exhibiting wide variations. Our SEL Team (Gad's Hill, CityYear, Administrators, teachers, deans, CIS) are establishing structures (i.e., 'Peace Circles', conferences with Deans, appointments with social service providers) to meet student needs and increase student capacity to trust the school environment as a place of nurture and safety. Lastly, although the school has sponsored several events that are culturally responsive to the demographic (Hispanic Heritage and Black History assemblies) as well as events that unify the student body and create opportunities for the building of good relationships ('Honor Roll' dinners/events with staff and students working collaboratively together, college tours), the school still needs to continue to forge additional opportunities for Hispanic and African American students to get to know and interact with one another.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a>
CPS Performance Standards for School Leaders	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:

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

Score

1 2 **3** 4

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. Currently Gage Park HS is in the beginning stages of incorporating a robust student voice into the school community by offering rigorous coursework, civic opportunities and extracurricular activities. Venues for student civic leadership are found in student representation on the LSC (not meeting on a consistent basis), the Community Advisory Council (agendas show meets 1X/month), the GreenCorp program and involvement with our community partners (i.e., SWOP, "Louder than a Bomb; attendance records show student involvement in these activities are about once every other month. Additionally, various student leaders are assigned to assist teachers and staff in organizing school-based special events and projects (dances, assemblies, food drives, etc.). According to our before and after school programs schedule and attendance records, the greater preponderance of the student engagement is occurring presently around rigorous class offerings (physics, Honors/AP English, dual enrollment/college credit, and Chinese), sports (basketball, track/field, baseball, cheerleaders, Pom-dance, drama and the arts, football, fitness) the newly founded 'Student Radio' announcers and extracurricular activities (CityYear and Rise Academy)

## 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	<ul style="list-style-type: none"> <li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li> <li>✓ Student interest surveys (and/or other avenue for student input)</li> <li>✓ Policies regarding student engagement in decision making</li> <li>✓ Student government or committee charter and responsibilities</li> <li>✓ MVMS Student Survey completion rates and results</li> </ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

A good deal of school resources has been applied to improve the overall climate and safety of the school. The Culture & Climate Team is in position and is comprised of deans, clerks, social worker, outside partnerships and administration work to provide students with an adult that they can feel safe to discuss perceived threats both physical and emotional. City Year provides mentoring to students in their academics and social interactions. UMOJA provides students with a structured social emotional curriculum that addresses various aspects of 'how to be successful in school'. The Post- Secondary coaches and the Youth Job Corp (YJC) provide students with assistance to pursue college and/or career. Gads Hill provides students and families with counseling to address emotional issues that are impacting their learning process. Community in Schools (CIS) provides students with a safe environment to discuss issues in a group or individual basis.

The Culture & Climate team has created a system where all staff can acknowledge students for showing instances of: Respect, Accountability, Integrity and Excellence (Hoot Bucks). Students are allowed to earn different school wide incentives. Students can go to any adult

The CPS Framework (Domains 2a, 2c, and 2d) show that 50% of the teachers have received a rating of proficient. Teachers and staff work collaboratively to make sure that students have a safe manner to come to and from school daily as well as interact safely and effectively within the classroom.

The Climate & Culture Team participates in Network professional development to understand how to implement Restorative Justice Practices with fidelity. The Climate & Culture Team meets on a weekly basis to discuss attendance, safety, and social economic issues students are experiencing and how to address them.

The school has Emergency Management Plan that needs to be practiced with fidelity so that students, staff and teachers know how to implement in the event of an environmental danger (fire, earthquake or safety threat).

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

1 2 3 4

When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

The school uses Peace Circles as part of its restorative practices. The Culture & Climate Team has been trained in this process of conflict resolution. A solution is found that addresses the injury to all parties involved. When misbehavior occurs students are given an opportunity to calm down with an adult and explain the root cause of the behavior they are displaying. If it is discovered during a Peace Circle that the cause of the conflict is beyond the school doors the student(s) receive counseling (CIS; GadsHill; Social Worker; SGA and CY) to assist to find a long term solution to the problem.

The school is piloting Transcendental Meditation (TM) with the University of Chicago with 10th graders as a method to assist students to focus their emotions whether it is anxiety or anger so they can make better decisions.

Students are provided Social Emotional Learning in seminar class with the partnership with UMOJA. Students are exposed to other conflict resolution practices also with the schools partnership with Peer Health Exchange as part of their Health Physical Education Curriculum in 9th grade.

The school has not had a Group 6 Misconduct Code SY15-16. There have only been 67 Misconducts total with Group 3 Misconducts being the largest group.

The school reinforces positive behavior by awarding students with "Hoot Bucks" that the student can redeem weekly or collect for a greater incentive. Students and parents receive accolades for achieving Honor Roll quarterly. We acknowledge that parents are an essential partner in student success and as such should be honored as well.

### 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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

Score

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.

While there are some structures in place in which parents are quite active, overall Gage Park HS has a low percentage of parents involved in the instructional program as indicated by our report card pickup percentage (45%) and attendance at specific parent-focused events ('Open House' and 'College Day') and our '5 Essentials' report. According to the '5 Essentials' data, GPHS scored low on four critical metrics: "Involved Families" (Weak); "Teacher-Parent Trust" (Very Weak); "Parent Involvement in School" (Very Weak); and "Parent Influence on Decision-Making in Schools" (Neutral).  
 The school reaches out to parents through monthly parent advisory meetings (1X month, well-attended) contact of teachers and staff/deans to parents (concerning student issues – discipline, attendance, medical compliance, etc.); letters included in the report cards, Honor Roll dinners (50% attendance); LSC/PAC meetings (poorly attended); Feeder School Community Meetings (well-attended) and through various 'All Calls' home on information of high importance. The school however, has not formally organized a 'school newsletter' to keep parents, students and community abreast of school information.

### 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	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus	1	2	3	4	5	☐
1	Expectations for Quality & Character of School Life: Culture for Learning		1	2	3	4	5	☐
1	Expectations for Quality & Character of School Life: Parent Partnership		1	2	3	4	5	☐
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team		1	2	3	4	5	☐
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility		1	2	3	4	5	☐
2	Culture of & Structure for Continuous Improvement: Professional Learning		1	2	3	4	5	☐
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading		1	2	3	4	5	☐
2	Expectations for depth & breadth of Quality Teaching: Instruction		1	2	3	4	5	☐
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support		1	2	3	4	5	☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks		1	2	3	4	5	☐
2	Expectations for Quality & Character of School Life: Relational Trust		1	2	3	4	5	☐
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline		1	2	3	4	5	☐
2	Expectations for Quality & Character of School Life: Safety & Order		1	2	3	4	5	☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources		1	2	3	4	5	☐
3	Expectations for depth & breadth of Student Learning: Curriculum		1	2	3	4	5	☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials		1	2	3	4	5	☐
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life		1	2	3	4	5	☐
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence		1	2	3	4	5	☐

Goals

Required metrics (Highschool)

13 of 13 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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My Voice, My School 5 Essentials Survey

The 5 Essentials survey indicated GPHS was rated 'weak' in the areas of Effective Leaders", "Involved Families", "neutral" for "Collaborative Teachers" and 'insufficient data' to rate for "Supportive Environment" and "Ambitious Instruction".

(Blank)

(Blank)

(Blank)

(Blank)

Our focus to increase the "Effective Leaders" rating from 'weak' (2014-2015) to (at least) "Neutral" (2015-2016) to 'strong' (2016-2017) to very strong (2017-2018) is to provide strong, consistent and coherent leadership, whose aims are grounded in school objectives, driven by on data indications (related to student achievement) and delivered using proven research and 'Best Practice' models. This includes a school-wide emphasis on increasing capacity of all leaders in the building via the 'Distributive Leadership' model, a comprehensive PD plan, the development of 'Professional Learning Communities' and increased collaboration and articulation between teachers/staff, both horizontally and vertically. Teachers and staff (school leaders) will also receive greater leadership support concerning a wide-range of school-based decision-making teams (ILT, PD Team, SEL Team, Data Team, etc.).

The "Involved Families" measure is predicted to increase from 'weak' (2014-2015) to (at least) "neutral" (2015-2016) 'strong' (2016-2017) to 'very strong' (2017-2018). This positive trajectory will be accomplished by a focus (in the 2016-2017 cycle) on including ALL parents (i.e., communication to parents in both Spanish and English at events, meetings and correspondence), and by increasing parental involvement opportunities as indicated by: recruitment of additional Hispanic parents on the LSC and PAC; recruitment of parents in the 'Parent Mentor Program (SWOP); an annual 'Open House'; invitations to and involvement of parents in special events, i.e., 'Literacy and Math Nights', Science Fair, College and Career events, Hispanic Heritage and African American programs. During the 2016-2017 cycle, we plan to leverage our partnerships that provide additional support to families (i.e., SWOP, SGA - Teen Parent support, Gad's Hill,"Communities in Schools' CityYear). These vehicles focus on neighborhood collaboration meetings, workshops and services that include English/GED classes, college and career information sessions, DACA/Immigration information, and parenting/family workshops. Additionally,during the 2016-2017 cycle, we plan to host monthly community Advisory group meetings (made up of GPHS/feeder school parents, community members and staff) where school information is disseminated, school-decisions are collaborated on and parental voice/concerns are considered.

The "Collaborative Teachers" measure is planned to increase from 'neutral' (2014-2015) to (at least) 'neutral (2015-2016) to 'strong' (2016-2017) to 'very strong' (2017-2018). During the 2015 - 2016 and 2016-2017 cycles, additional support is purposefully designed to promote the increased capacity of teachers to serve as school-wide decision-making leaders in groups such as the ILT, PD Team, SEL Team, Data Team and department chairpersons. Examples of such include the current formation of the PD Team that is collaborating to create our PD schedule of the 2016-2017 year; another example is the ILT working with the FOT to experiment with various differentiating strategies in the content areas, in which teachers gather data, analyze results and report the data indications to the entire teaching staff in order to improve student outcomes. The school schedule is also aligned to allow opportunities for horizontal and vertical articulation collaborative meetings. This is accomplished by common planning time for departments during the school day and vertical planning times on specified Wednesdays of the month. Lastly, collaboration will be strengthened in the expectation and monitoring of collaborative lesson planning for teachers who work with CTT's (collaborative team teachers), ensuring cohesive instruction and that student academic needs are met.

The "Supportive Environment" and "Ambitious Instruction" measures show 'insufficient data to rate'. We predict the following trajectory for both measures: 'insufficient data to rate' (2014-2015) to (at least) 'weak (2015-2016) to 'neutral' (2016-2017) to 'strong' (2017-2018). The first course to ameliorate the 'insufficient data to rate' challenge is to educate, promote and encourage additional participants to complete the 5 Essential survey. We project our completion objectives to be: increase of teachers' participation rates from 63.9% (2014-2015) to at least 70% (2015-2016) to 85% (2016-2017) to 95% (2016-2017); increase of student response rates from 42.2% (2014-2015) to (at least) 70% (2015-2016) to 90% (2016-2017). This trajectory will be realized by cycling a recap of the importance of the survey through the parent and community groups, teacher meetings as well as through the seminar/English classes (students). Secondly, our focus will be to familiarize stakeholders through enhanced communication (newsletter, letters home, robo-calls - in Spanish and in English) of the various supports that are available throughout the building re: (for parents/community) mentoring, workshops, volunteering, adult education, community resources and partnerships; (for students) SEL supports, student government, access to rigorous as well as credit/assignment-recovery coursework, high-interest in-class projects and interesting extra-curricular activities (drama, clay-relief); (for teachers) recognition of hard work that results in student achievement (teacher incentives and awards). Working in-tandem with these efforts is a consistent and positive system for public recognition at all levels (honors, awards within group settings; announcements via school announcement system and inclusion of success stories in school newsletter).

Overall we project the following trajectory for GPHS concerning our organizational status: (2014-2015) 'Not Yet Organized' to (2015-2016) 'Partially Organized' to (2016-2017) 'Moderately Organized' to (2017-2018) 'Well Organized'.

The school is focusing on 'ambitious instruction'. This includes lessons, units and assessments (formative and summative) that are aligned to standards; strategies for differentiated instruction (includes serving students below, at or above learning targets); incorporating on a consistent basis, higher order thinking tasks into the lessons and PD for teachers which enhance their professional capacity (N8TI's training sessions, PLC, and building PD).	29.00	(Blank)	45.00	50.00
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**African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

Based on the increase in this subgroup from 29% (2013-2014) to 42% (2014-2015) along with the additional support from the SIG, we project a 10% increase respectively for the 2015-2016 and 2016-2017 school years.	23.00	(Blank)	52.00	62.00
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**Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

Based on the increase in this subgroup from 29% (2013-2014) to 42% (2014-2015) along with the additional support from the SIG, we project a 10% increase respectively for the 2015-2016 and 2016-2017 school years.	29.00	(Blank)	52.00	62.00
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**English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

The LEA did not test students in this area for the last 2 years. Projection reflects that this trend will continue.	(Blank)	(Blank)	0.00	0.00
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**Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

Diverse Learner growth projection based on 5% per year increments.	43.00	(Blank)	48.00	53.00
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**National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments**

School has implemented systems and structures to support ambitious instruction, such as collaborative teams which monitor and improve instruction (grade level, department, FOT, SOT, Data Team); instructional opportunities such as credit recovery, dual enrollment, Honors and AP course offerings; PD and protocols for teachers in improvement of instructional strategies (school level - LASW, standards-based instruction, instructional models of teaching, strategies for teaching to students in poverty) and Network level - N8TL's).	11.00	(Blank)	30.00	45.00
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**Freshmen On-Track Rate**

This goal is in keeping with the rate of increase since 2014-2015. With the present supports from the SIG, and building supports (FOT, Data Team, Grade Level Team,, SEL Team, RISE Academy & CityYear) and a designated administrator) this metric will continue to increase.	74.00	81.00	90.00	95.00
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**4-Year Cohort Graduation Rate**

Based on the increase of students completing FAFSA and enrollment requirements for the 2014 & 2015 years, we feel that a 5% growth in this metric is warranted.	56.60	59.20	64.60	69.60
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**1-Year Dropout Rate**

With the additional school supports of SEL Team, Attendance Team, Post Secondary Team, Youth Job Center, Credit Recovery Program along with our partners (i.e., SGA - Teen/Parent Support, AKAM, & Gad's Hill. & CityYear, the number of students dropping out is projected to decrease.	5.20	6.20	4.50	3.50
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**College Enrollment Rate**

We project 10% for each succeeding year. Additional supports are in place, such as: a school-wide emphasis on a college-going culture (includes all grade levels going on college tours, signage throughout the building and college-focused events); a full-time college coach/advisor who closely monitors critical metrics; and a collaborative effort through Seminar teachers to help prepare students for college. In addition, several parent informational meetings are conducted with help with FAFSA completion and information on various grants, scholarships and colleges.	32.50	29.40	45.00	55.00
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**College Persistence Rate**

We are projecting 10% increase each succeeding year for this metric. Per District PD for administrators in 2015, research indicates college persistence rate measure is positively correlated to 3.0 GPA or above. In light of the decrease in this measure from the 2015-2015 to the 2015-2016 school year, additional supports are being put in place, i.e., increased focus on improvement of GPA to 3.0 and above, scheduled chats/follow-up meetings for college-enrolled GP graduates to discuss and solve problems, including help with completing FAFSA documents.

65.90

56.30

61.30

66.60

**Average Daily Attendance Rate**

Attendance has been increasing rapidly, with increases of 5.9% 2014-2015 to 2015-2016. Current 2015-2016 levels are near 90%. Based on this trajectory, we project 95% for the 20125-20126 school year and an increase to 97% for the 2016-2017 school year. The reason we project a 2% growth is that research shows in high school settings that percentages above 95% increase at incrementally smaller jumps.

79.70

85.60

90.00

95.00

Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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**Strategies**

**Strategy 1**

If we do...

...then we see...

...which leads to...

If we create systems and procedures to celebrate and highlight teacher and staff members' practice and achievements such as: attendance, growth & attainment on assessments, classroom management, demonstrating high levels of professionalism, etc.

then we will see that teachers would be open to sharing 'Best Practice' across the school and taking risks

increased trust levels in teacher to teacher and teacher to administrator relationships.

Tags:  
Climate and Culture

Area(s) of focus:  
1

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Create reward & recognition system

ILT, Administration

Apr 18, 2016 to Aug 26, 2016

A detailed written reward and incentive plan.

Not started

**Climate and Culture**

Promote an expectation for and provide scheduling time for teachers to peer observe one another's practice around specific foci.

Administration, ILT

Apr 18, 2016 to Aug 26, 2016

A completed master schedule for the 2016-2017 school year

Not started

**Professional Learning, Instructional practices, Professional development, Collaborative feedback**

Continue implementation of a school-wide expectation for all staff, to treat one another with a high level of mutual respect and professional civility.

Administration, GPHS Staff

Apr 18, 2016 to Aug 31, 2018

Daily conversations and interactions that are professional, respectful and that edify.

On-Track

**Climate and Culture, Professional environment**



The ILT researches 'Best Practice' strategies, collaborates with other teacher leader teams and organizes school-wide learning walks that focus on differentiated instruction based on student needs

ILT

Apr 18, 2016 to Aug 26, 2016

Learning Walks/Peer Observations scheduled and implemented; collaboration between teams as evidenced by agendas and minutes from meetings; common understanding of differentiated instruction focus among faculty; analysis by faculty of various research-based articles and strategies

On-Track

**Professional Learning, Climate and Culture, Teacher Teams/Collaboration, ILT, Culture of learning**

Strategy 3

If we do...

Develop PLC's that meet within a consistent schedule, based on teacher preference and school curricular/instructional needs

...then we see...

then we will see increased levels of teacher professional knowledge (using PLC cycle - "Plan, Act, Observe, Reflect) and build collective responsibility

...which leads to...

increased teacher professional knowledge and teachers being better equipped to deliver engaging/challenging classroom instruction.

Tags: Professional Learning, Climate and Culture, Instruction, Cycles of professional learning

Area(s) of focus: 3

Action step	Responsible	Timeframe	Evidence for status	Status
Create teacher survey to collect data on teacher PD preferences	Administration	Apr 18, 2016 to Aug 26, 2016	Survey created, completed and analyzed for results	Not started

**Professional Learning, Climate and Culture, Cycles of professional learning**

Select series of Professional Readings and/or PD components based on data collected in survey or current ILT focus	PLC, ILT; Dept. Chairs; Administration	Apr 18, 2016 to Aug 26, 2016	Established list and schedule of PLC topics and materials	Not started
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**Professional Learning, Climate and Culture, ILT, Cycles of professional learning**

Provide opportunities for teachers to lead PD and group meeting sessions	PLC, PD Team; ILT; Dept. Chairs; Administration	Apr 18, 2016 to Aug 26, 2016	PD Calendar	Not started
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**Professional Learning, Climate and Culture, Cycles of professional learning, Professional development**

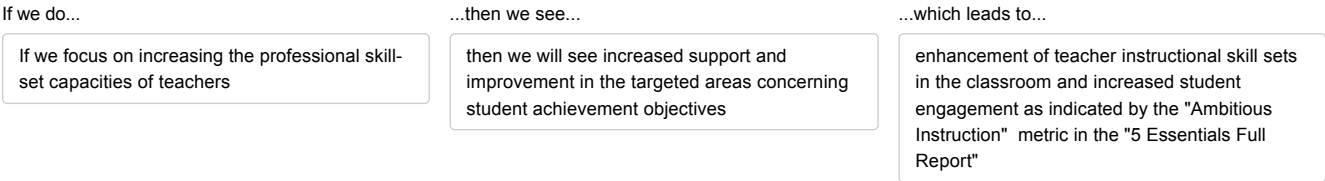
Provide opportunities for teachers to visit other PLC's 'in action' at various schools	PLC, PD Team; ILT; Dept. Chairs; Administration	Apr 18, 2016 to Aug 26, 2016	PD Calendar showing GPHS teachers visiting other schools	Not started
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**Professional Learning, Climate and Culture, ILT, Cycles of professional learning, Pd**

From the onset, PLC's work with the ILT to collaborate on three main points: 1) what students must learn 2) how will teachers assess that learning and 3) what are the teacher moves for when a student does not grasp that learning. Appropriate research materials to be studied and/or professional development learning is planned to support these points.	PLC, PD Team; ILT; Dept. Chairs; Administration	Apr 18, 2016 to Aug 26, 2016	Agenda and minutes of PLC/PD Team/ILT collaborative planning meetings	Not started
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**Professional Learning, Climate and Culture, Cycles of professional learning, Professional development**

Strategy 4



Tags: Professional Learning, Instructional Coaching, Climate and Culture, Instruction  
 Area(s) of focus: 5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Administrators review REACH and classroom observation data (PQS) to identify which teachers and which domains should be areas of focus for the coaching cycles.	Administration, ILT	Apr 18, 2016 to Aug 26, 2016	Coaching Cycle Report	On-Track

**Instructional Coaching, Climate and Culture, Data Use**

Administrators, SIG Coaches/On-site Lead and/or Department Chairs create Coaching Cycle Schedule	Administration, SIG Coaches, SIG On-site Lead	Apr 18, 2016 to Aug 26, 2016	A ready and active coaching schedule	On-Track
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**Instructional Coaching, Climate and Culture, Instruction**

Create individual coaching plans (aimed at increasing professional capacity) for teachers in areas in which they have received a 'Basic' or 'Proficient' per REACH data	Administration, SIG Coaches, SIG On-site Lead	Apr 18, 2016 to Aug 26, 2016	Individualized coaching plans formulated	Not started
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**Instructional Coaching, Professional development**

Administrators, Department Chairs, ILT, Coaches consistently visit classrooms providing timely feedback and follow up communications	Administration, Dept. Chairs, SIG Coaches, SIG On-site Lead	Apr 18, 2016 to Aug 26, 2016	Documented PQS & follow up communications concerning classroom visits	Postponed
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**Instructional Coaching, Instructional practices, Observations, Teacher reflection**

Set up a school-wide system where the content area scope and sequence, as well as the unit and lesson plans are aligned to standards (i.e., WIDA, CCSS, CRS, NGSS)	Administration, Dept. Chairs, Teachers, SIG Coaches, SIG On-site Lead	Apr 18, 2016 to Aug 26, 2016	Completed: curriculum maps, scope & sequence, lesson plans, unit plans, assessments	On-Track
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**Curriculum Design, Standards-based instruction, Common core state standards, Curriculum mapping, Curriculum planning**

Teachers routinely differentiate instruction based on student needs/modalities for learning	Teachers; modeled by coaches, On-site Lead and/or administration	Apr 18, 2016 to Aug 26, 2016	Practice consistently seen in lesson plans, classroom observations with records in communications with teachers	Not started
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**Core Instruction, Intervention, Climate and Culture, Instructional practices, Curriculum, Culture for learning**

Teachers incorporate authentic student work products (i.e., summative projects, cross-curricular assignments, etc.) into the curriculum	Teachers; modeled by coaches, On-site Lead and/or administration	Apr 18, 2016 to Aug 26, 2016	Practice consistently seen in lesson plans, classroom observations with records of actual student work products.	Behind
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**Core Instruction, Curriculum Design, Climate and Culture, Teacher Teams/Collaboration, Instruction, Instructional practices**

School utilizes services of vendor, "Academic Approach" to provide interim assessments & comprehensive analyses four times per year to provide data on student mastery/deficiencies; data used to modify instruction to positively affect student outcomes.	Leadership Teams; teachers; Administration	Aug 18, 2016 to Aug 31, 2017	Assessments conducted and analyses provided as per schedule; data comprehensively reviewed by GPHS Leadership Teams, and Teachers; evidence of modification to instruction based on data indications; increase in student achievement levels by standards (CCSS, NCTM, WIDA, CRS, etc.)	Not started
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**Strategy 5**

If we do...	...then we see...	...which leads to...
If we develop opportunities for teachers to serve in leadership roles on teacher teams	then we will see increased capacity for teachers to serve as leaders,	additional skilled staff that can help reach the objectives needed to transform our school

Tags: Culture of learning, Shared leadership, Collaboration, Cycles of continuous improvement, Teacher leadership, Teacher collaboration, Distributive leadership

Area(s) of focus: 4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Develop comprehensive organizational plan which demonstrates a high level of distributive leadership	Administration, ILT	Apr 18, 2016 to Aug 26, 2016	Organizational chart with high degree of distributive leadership evident	On-Track

**Teacher teams, Collaboration, Distributive leadership**

School creates a Professional Development Team that will create school-wide PD schedule that is articulated to staff development and student achievement goals (as indicated by data)	Teachers, Administration	Apr 18, 2016 to Aug 26, 2016	Team is created and operational as evidenced by consistent meetings with agendas, minutes and measurable objectives.	On-Track
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**Teacher Teams/Collaboration, Leadership and collective responsibility, Collaborative teachers, Distributive leadership**

Provide structures for teacher teams to routinely analyze student data.	Administration, Dept. Chairs, Teachers, SIG Coaches, SIG On-site Lead	Apr 18, 2016 to Aug 26, 2016	Creation of Data Team that meets consistently to analyze school data; consistent use of student data across school teams (departmental, ILT, FOT, SEL, etc.)	Behind
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**Professional Learning, Teacher Teams/Collaboration, Data tracking, Data driven instruction, School culture climate, Leadership and collective responsibility**

Provide structures where various teacher leader teams can communicate and share information with one another	Administration, ILT	Apr 18, 2016 to Aug 26, 2016	Teacher teams report on school newsletter/website summary of recent activities/focus; teacher teams share information via 'Google docs'; teacher teams share-out at plenary meetings and PD sessions	Behind
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**Leadership and collective responsibility, Collaborative teachers, Communications**

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Create reward &amp; recognition system</p> <p>Tags: Climate and Culture, Climate and Culture</p>	ILT, Administration	Apr 18, 2016	Aug 26, 2016	Not started
<p>✚ Promote an expectation for and provide scheduling time for teachers to peer observe one another's practice around specific foci.</p> <p>Tags: Climate and Culture, Professional Learning, Instructional practices, Professional development, Collaborative feedback</p>	Administration, ILT	Apr 18, 2016	Aug 26, 2016	Not started
<p>✚ Continue implementation of a school-wide expectation for all staff, to treat one another with a high level of mutual respect and professional civility.</p> <p>Tags: Climate and Culture, Climate and Culture, Professional environment</p>	Administration, GPHS Staff	Apr 18, 2016	Aug 31, 2018	On-Track
<p>✚ Highlight teacher achievements related to school objectives in the school newsletter, in the school announcements, assemblies, town halls, community meetings and at teacher meetings.</p> <p>Tags: Climate and Culture, Climate and Culture, Professional environment, Professional learning</p>	Administration, ILT, Department Chairs,	Apr 18, 2016	Aug 26, 2016	Not started
<p>✚ Ensure ILT is comprised of teacher leaders from a broad spectrum of content areas</p> <p>Tags: Climate and Culture, Climate and Culture, ILT, Teacher collaboration, Team building</p>	Administration	Apr 18, 2016	Aug 26, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ ILT members are selected from recommendations or volunteers from the content area departments</p> <p>Tags: Climate and Culture, Professional Learning, Teacher Teams/Collaboration, ILT, Culture and climate</p>	Dept. Chairs; Administration (information re: need & sign up sheets)	Apr 18, 2016	Aug 26, 2016	On-Track
<p>✚ The ILT creates structures (i.e., peer to peer, instructional rounds) for teachers to observe each other's practice</p> <p>Tags: Climate and Culture, Professional Learning, Teacher Teams/Collaboration, ILT, Culture and climate</p>	ILT	Apr 18, 2016	Aug 26, 2016	On-Track
<p>✚ The ILT promotes a shared vision for success based on established school goals</p> <p>Tags: Climate and Culture, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, ILT, Culture of learning</p>	ILT	Apr 18, 2016	Aug 26, 2016	On-Track
<p>✚ The ILT researches 'Best Practice' strategies, collaborates with other teacher leader teams and organizes school-wide learning walks that focus on differentiated instruction based on student needs</p> <p>Tags: Climate and Culture, Professional Learning, Climate and Culture, Teacher Teams/Collaboration, ILT, Culture of learning</p>	ILT	Apr 18, 2016	Aug 26, 2016	On-Track
<p>✚ Create teacher survey to collect data on teacher PD preferences</p> <p>Tags: Professional Learning, Climate and Culture, Instruction, Cycles of professional learning, Professional Learning, Climate and Culture, Cycles of professional learning</p>	Administration	Apr 18, 2016	Aug 26, 2016	Not started
<p>✚ Select series of Professional Readings and/or PD components based on data collected in survey or current ILT focus</p> <p>Tags: Professional Learning, Climate and Culture, Instruction, Cycles of professional learning, Professional Learning, Climate and Culture, ILT, Cycles of professional learning</p>	PLC, ILT; Dept. Chairs; Administration	Apr 18, 2016	Aug 26, 2016	Not started
<p>✚ Provide opportunities for teachers to lead PD and group meeting sessions</p> <p>Tags: Professional Learning, Climate and Culture, Instruction, Cycles of professional learning, Professional Learning, Climate and Culture, Cycles of professional learning, Professional development</p>	PLC, PD Team; ILT; Dept. Chairs; Administration	Apr 18, 2016	Aug 26, 2016	Not started
<p>✚ Provide opportunities for teachers to visit other PLC's 'in action' at various schools</p> <p>Tags: Professional Learning, Climate and Culture, Instruction, Cycles of professional learning, Professional Learning, Climate and Culture, ILT, Cycles of professional learning, Pd</p>	PLC, PD Team; ILT; Dept. Chairs; Administration	Apr 18, 2016	Aug 26, 2016	Not started
<p>✚ From the onset, PLC's work with the ILT to collaborate on three main points: 1) what students must learn 2) how will teachers assess that learning and 3) what are the teacher moves for when a student does not grasp that learning. Appropriate research materials to be studied and/or professional development learning is planned to support these points.</p> <p>Tags: Professional Learning, Climate and Culture, Instruction, Cycles of professional learning, Professional Learning, Climate and Culture, Cycles of professional learning, Professional development</p>	PLC, PD Team; ILT; Dept. Chairs; Administration	Apr 18, 2016	Aug 26, 2016	Not started
<p>✚ Administrators review REACH and classroom observation data (PQS) to identify which teachers and which domains should be areas of focus for the coaching cycles.</p> <p>Tags: Professional Learning, Instructional Coaching, Climate and Culture, Instruction, Instructional Coaching, Climate and Culture, Data Use</p>	Administration, ILT	Apr 18, 2016	Aug 26, 2016	On-Track
<p>✚ Administrators, SIG Coaches/On-site Lead and/or Department Chairs create Coaching Cycle Schedule</p> <p>Tags: Professional Learning, Instructional Coaching, Climate and Culture, Instruction, Instructional Coaching, Climate and Culture, Instruction</p>	Administration, SIG Coaches, SIG On-site Lead	Apr 18, 2016	Aug 26, 2016	On-Track
<p>✚ Create individual coaching plans (aimed at increasing professional capacity) for teachers in areas in which they have received a 'Basic' or 'Proficient' per REACH data</p> <p>Tags: Professional Learning, Instructional Coaching, Climate and Culture, Instruction, Instructional Coaching, Professional development</p>	Administration, SIG Coaches, SIG On-site Lead	Apr 18, 2016	Aug 26, 2016	Not started
<p>✚ Administrators, Department Chairs, ILT, Coaches consistently visit classrooms providing timely feedback and follow up communications</p> <p>Tags: Professional Learning, Instructional Coaching, Climate and Culture, Instruction, Instructional Coaching, Instructional practices, Observations, Teacher reflection</p>	Administration, Dept. Chairs, SIG Coaches, SIG On-site Lead	Apr 18, 2016	Aug 26, 2016	Postponed

District priority and action step	Responsible	Start	End	Status
<p>✦ Set up a school-wide system where the content area scope and sequence, as well as the unit and lesson plans are aligned to standards (i.e., WIDA, CCSS, CRS, NGSS)</p> <p>Tags: Professional Learning, Instructional Coaching, Climate and Culture, Instruction, Curriculum Design, Standards-based instruction, Common core state standards, Curriculum mapping, Curriculum planning</p>	Administration, Dept. Chairs, Teachers, SIG Coaches, SIG On-site Lead	Apr 18, 2016	Aug 26, 2016	On-Track
<p>✦ Teachers routinely differentiate instruction based on student needs/modalities for learning</p> <p>Tags: Professional Learning, Instructional Coaching, Climate and Culture, Instruction, Core Instruction, Intervention, Climate and Culture, Instructional practices, Curriculum, Culture for learning</p>	Teachers; modeled by coaches, On-site Lead and/or administration	Apr 18, 2016	Aug 26, 2016	Not started
<p>✦ Teachers incorporate authentic student work products (i.e., summative projects, cross-curricular assignments, etc.) into the curriculum</p> <p>Tags: Professional Learning, Instructional Coaching, Climate and Culture, Instruction, Core Instruction, Curriculum Design, Climate and Culture, Teacher Teams/Collaboration, Instruction, Instructional practices</p>	Teachers; modeled by coaches, On-site Lead and/or administration	Apr 18, 2016	Aug 26, 2016	Behind
<p>✦ School utilizes services of vendor, "Academic Approach" to provide interim assessments &amp; comprehensive analyses four times per year to provide data on student mastery/deficiencies; data used to modify instruction to positively affect student outcomes.</p> <p>Tags: Professional Learning, Instructional Coaching, Climate and Culture, Instruction</p>	Leadership Teams; teachers; Administration	Aug 18, 2016	Aug 31, 2017	Not started
<p>✦ Develop comprehensive organizational plan which demonstrates a high level of distributive leadership</p> <p>Tags: Culture of learning, Shared leadership, Collaboration, Cycles of continuous improvement, Teacher leadership, Teacher collaboration, Distributive leadership, Teacher teams, Collaboration, Distributive leadership</p>	Administration, ILT	Apr 18, 2016	Aug 26, 2016	On-Track
<p>✦ School creates a Professional Development Team that will create school-wide PD schedule that is articulated to staff development and student achievement goals (as indicated by data)</p> <p>Tags: Culture of learning, Shared leadership, Collaboration, Cycles of continuous improvement, Teacher leadership, Teacher collaboration, Distributive leadership, Teacher Teams/Collaboration, Leadership and collective responsibility, Collaborative teachers, Distributive leadership</p>	Teachers, Administration	Apr 18, 2016	Aug 26, 2016	On-Track
<p>✦ Provide structures for teacher teams to routinely analyze student data.</p> <p>Tags: Culture of learning, Shared leadership, Collaboration, Cycles of continuous improvement, Teacher leadership, Teacher collaboration, Distributive leadership, Professional Learning, Teacher Teams/Collaboration, Data tracking, Data driven instruction, School culture climate, Leadership and collective responsibility</p>	Administration, Dept. Chairs, Teachers, SIG Coaches, SIG On-site Lead	Apr 18, 2016	Aug 26, 2016	Behind
<p>✦ Provide structures where various teacher leader teams can communicate and share information with one another</p> <p>Tags: Culture of learning, Shared leadership, Collaboration, Cycles of continuous improvement, Teacher leadership, Teacher collaboration, Distributive leadership, Leadership and collective responsibility, Collaborative teachers, Communications</p>	Administration, ILT	Apr 18, 2016	Aug 26, 2016	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 these 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.

The GPHS LSC (meets 1X/month), PAC (meets 4X/year) and BAC (meets 4X/year) jointly develop and periodically review the NCLB Title 1 parental involvement plan and policy. In addition, the "Community Advisory Committee" (new entity - comprised of GPHS, feeder school parents, students and community partners; meets 1X/month) meet to discuss the process of school review (CIWP, "5 Essentials"). At these meetings, important metrics such as attendance, grades, college and career, FOT, SOT, SEL and behavior are discussed with trends identified and input for strategies for improvement are planned.

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

We believe we should increase Town Halls/"Open House" meetings to two, which we feel is appropriate for our parental population. The projected date for the first GPHS annual "Town Hall/Open House" meeting is Friday, September 30, 2016 at 7:15 pm; the second meeting is scheduled for Thursday, May 11, 2017 @ 7:15 pm. At this meeting, parents will be informed of their rights to NCLB Title 1 programs and requirements as well as given a current "State of GPHS" presentation.

In addition to the LSC and PAC meetings, GPHS offers to parents participation in: various relevant parent workshops, the "Bilingual Advisory Committee", the "Community Advisory Committee", "Coffee with the Principal" (1X/quarter), meetings with the principal (on an 'as need' basis), various "Open House" and school special events and the parent mentorship program (SWOP). Parents are encouraged to attend these meetings via: school's parent bulletin board, letters home, calls/visits by parent mentor coordinator (SWOP), robo calls, school website, "Report Card Pick Up" meetings and at "College and Career" events. The Annual Title 1 and PAC Organizational Meetings were held on October 13, 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.

The school website has a "Principal's Corner" which will focus on the chosen curriculum description, our assessments (formative and summative), the status of critical metrics and academic objectives concerning student achievement. A summary of our Title 1 program is included on our school "Parent Bulletin Board", in our monthly GPHS newsletter, as well as updates sent home to parents with progress reports.

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.

In all the parent meetings, there is access to the content in both Spanish and English and it is customary for there to be a standing agenda item to facilitate the gathering of suggestions. The school is in the process of reviving both its PAC and LSC. The LSC is in the planning stages of creating a parent survey where parents can give feedback to the school re: their concerns, a in which they can make suggestions for future parent workshop topics. A system for gathering referrals for recruiting additional Hispanic parents is currently being formulated in a collaborative effort between the LSC with our partners SWOP (Parent Mentor Program) and Gad's Hill (family counseling, English classes). This system is scheduled to be in place prior to the start of the new school year. The school will also set up a "Parent Suggestion Box", located in the main office. Its purpose and location will be communicated via school literature, school parent meetings, and the parent mentor program coordinator. The office "Operations Coordinator" will collect the information and ensure that the appropriate parent committee and/or staff gets the information. The school is collaborating with SWOP to offer GED classes to parents, both in Spanish and in English.

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.

The school typically receives generated reports on the State assessment in math, language arts, reading and science. These reports are sent home with the student or mailed directly to the student's home.

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.

At this time, GPHS does not have any staff who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. In the unlikely event that we should hire one in the future, the school will send out a letter to the students' guardian informing them of such.

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.

The principal or his designee presents the summary report on the school twice during the year ("Town Hall"/"Open House" meetings, LSC/PAC/BAC). This report includes: an explanation of the state's achievement standards, state and local academic assessments (including alternative /project-based assessments), the Title 1, Part A requirements, procedures for monitoring student progress and how best parents can support their students' education. The principal or his designee also attends the LSC/PAC/BAC and Parent Advisory Committee meetings and presents and will periodically present explanations of the same to these parent groups as well, especially concerning Title 1, Part A requirements and student achievement levels..

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.

The GPHS website will provide parents access to student grades (parent portal). We also have begun planning for a student implemented monthly newsletter (includes tips and strategies for supporting student achievement). In addition, our partners are collaborating with GP staff to deliver literacy training (SWOP), technology training (SWOP, MB Financial - College & Career). Other trainings (provided by "Strive, Grow, Achieve", Gad's Hill, CityYear, Communities in Schools) will focus on improvement in the home environment, strategies for student support, coping skills, and access to parental resources.

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.

Staff receive training in effective parent engagement within the annual professional development cycle. These sessions are led by teachers who are successful at parent communication and relationship-building as well as by our partners, who have expertise in these areas (SWOP - Parent Mentor, Gad's Hill, CityYear, AKAM, etc.). Additionally, the expectation is for teachers to regularly contact parents, keeping them apprised of student achievement and behaviors. Evidence for this contact is recorded in teacher parent contact logs (periodically reviewed by department heads and/or administration) and the student logger.

Additionally, we are now working on increasing the utilization of our parent volunteers in our daily school life, i.e., hall/ lunchroom monitors, greeters at school events and volunteers who help facilitate school functions.

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.

GPHS is working with the LSC/PAC/BAC/Parent Advisory Committee to incorporate the parent mentoring (SWOP, Gad's Hill), parental ESL classes (SWOP, Gad's Hill), GED (SWOP) and parent technology (SWOP) programs into our regular school programming. We also coordinate our various parent committees with the N8TL Parent Leadership (Network 8) events.

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.

All letters and communications to parents/home are executed in both English and Spanish, as is appropriate for the demographic we are serving.

#### 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.)

### Vision:

We the staff, parents, and community of Gage Park High School in the pursuit of academic excellence, are dedicated to the students whom we serve. The rigorous curriculum along with the experience and expertise of teachers will create well-rounded, life-long learners.

### Core Beliefs & Values:

Respect: We interact with integrity and with the best intentions in order to promote a positive environment.

Teamwork: We value each other's strengths, are open to change, and work together to productively solve problems.

Learning: We strive to maintain an intellectually and emotionally engaging environment conducive to lifelong learning.

Family and Community: We always welcome equal and active partners in our children's education while promoting diversity and healthy lifestyles.

Dedication: We are passionate about our work, value quality over quantity, and are willing to combat any challenge that we may face.

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.

District-based: Parent Teacher conferences are held on November 30, 2016 and April 20, 2017, report card pick up day for high schools.

School-based: Teachers, Deans, school partners (CityYear, Gad's Hill, "Communities in Schools", SEL Team, etc.) hold parent teacher conferences on an "as-needed" basis for those students needing such support. These conferences concentrate on: student academics, behavior, truancy, family therapy and community resources.

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

Communication with parents is facilitated through: progress and report cards home; telephone calls home by staff (including teachers and "robo-calls"); a monthly newsletter; a parent portal on the school website; home visits (staff and school partners, i.e., Gad's Hill, "A Knock At Midnight"); parent conferences, conferences with deans & teachers.

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

Individual teachers reach out to parents to inform of student progress/issues via phone calls, emails, formal/informal progress reports, and syllabi. These communications are typically recorded in student logger. Teachers, deans/staff, school partners and parents are also involved in parent conferences as is necessary to support the student. School also conducts "Parent Town Hall" meetings (twice a year). Parents can also contact staff via the school website, that provides access to the staff email list. Report card pick-up and appointments through the main office are also avenues for parents to contact staff. Lastly, school partners (i.e., Gad's Hill, CityYear, "Communities in Schools"/College/Career Coach) prepare reports for parents on student progress and provide access to their offices for parents of students on their caseloads.

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.

Opportunities for parent interaction are provided by teachers in their special programming (classroom projects, guest speakers, "Voter Registration Drive", "Career Day", "Financial Literacy", "Literacy Night", "Senior Day of Action", FAFSA planning, "Open House", field trips). In addition, parents can volunteer at fund-raising and sporting events.

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

Parents can support their students' learning by: ensuring students have good attendance; monitor student academic progress; encouraging appropriate behavior; students are well-rested; medical/nutritional needs are met and by providing sufficient supplies for school.

School Partners (Gad's Hill, "Communities in Schools") train parents and students on how trauma affects school academics. Parents then can assist students in adopting positive coping skills to help alleviate the negative affects of trauma at home and at school.

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

Parents may consult before, during or after school as they serve at GPHS in leadership roles or participate in LSC/PAC/BAC and "Parent Advisory" meetings; during parent-teacher conferences; IEP meetings; conferences held with school partners (Gad's Hill, "Communities in Schools", CityYear, SGA). Consultations may also occur at parent homes during home visits.

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 share the responsibility for improving their academic achievement in several ways here at GP. As part of our SEL plan, students earn field trips and other incentives for attendance of 90% or higher. Students can also earn "Hoot Bucks" (gives students access to the student reward system) for following our "Owl Virtues" (Respect, Accountability, Integrity and Excellence). In our seminar classes, and also as a part of our partnerships with 'Gad's Hill', 'CityYear' and 'Communities in Schools', students are responsible for checking in on a bi-weekly basis and monitoring their grades. During these sessions, students talk about long and short term goals and how these goals affect their academics; careers and college expectations and impediments to their learning. In these structures, actions plans are formulated and staff assist students in implementing them. Lastly, students lead the school announcements, where student achievement is recognized and celebrated.

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.

- 1) To better understand the role of good decision-making and the requirements for being a good parent leader for the 2015 - 2016 school year (Goals: 5,3,6)
  - a) Timeline: September, 2015
  - b) Activities: Organizational meeting/rules & regulations
- 2) Help parents better understand state regulations & standards and increase parental involvement for the 2015 - 2016 school year(Goals: 5,3,6,1)
  - a) Timeline/Activities: , November, December, 2015
  - \*October - Budget training and workshop
  - \*November - Calendar Plans; "Parent Power Conference"
  - \*December - Review of By-laws; Review strategies on how to increase family involvement
- 3) To improve parent wellness through healthy and safe lifestyles; to equip parents to better understand how to support their student at home for the 2015 - 2016 school year (Goals: 3,1,6)
  - a) Timeline/Activities
  - \*January - Workshop and classes on wellness and 'healthy life-style choices'
  - \*February - Literacy workshop; Cultural Awareness (Black History and Hispanic Heritage); ESL classes (working with SWOP); FAFSA completion and understanding how to support "College Readiness"
  - \*March - Understanding state and CPS academic testing; strategies on how to best support your DL and ESL student.
  - \*April - Workshop and classes on safety issues
- 4) To improve parenting skills and training; to increase collaboration between parent, school and community for the 2015 - 2016 school year (Goals: 1,2,3,4,6)
  - a) Timeline/Activities
  - \*May - Computer skills workshop and class
  - \*June - Year end events and volunteering opportunities to help school transition to summer; visits to feeder schools to hand out brochures about GPHS with teacher teams.
  - \*July - ESL classes for parents (Working with SWOP);
  - \*August - Planning of "Back to School" event to welcome all students.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	<b>Supplies</b> 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.	\$ 219 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 2000 .00
54125	<b>Consultants</b> 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)	\$ 400 .00

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54505     **Admission and Registration Fees, Subscriptions and memberships**

\$	500	.00
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For Parents use only.

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54205     **Travel**

\$	500	.00
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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.

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54565     **Reimbursements**

\$	300	.00
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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.

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53510     **Postage**

\$	0	.00
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Must be used for parent involvement programs only.

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53306     **Software**

\$	0	.00
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Must be educational and for parent use only.

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55005     **Furniture and Equipment**

\$	336	.00
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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 be used only by parents.