



Albert G Lane Technical High School (/school-plans/555) / Plan summary

## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
02/01/2016	CIWP Team	SEF review and calendar planning
02/17/2016	CIWP Team	SEF progress review
02/24/2016	CIWP Team	Finalize SEF and prioritize 3 areas of focus

03/02/2016	CIWP Team	Goal Setting Session
02/05/2016	All Staff	SEF Survey
02/04/2016	LTAC Parent Group	SEF Survey
02/10/2016	Friends of Lane Parent Group	SEF Survey
02/11/2016	LSC members	SEF Survey
02/08/2016	PPLC members	SEF Survey
02/09/2016	Diverse Learner Teachers	SEF Survey
02/11/2016	LTAC Teachers	SEF Survey
02/09/2016	Counselors	SEF Survey
02/09/2016	ILT	SEF Survey
02/16/2016	ILT	SEF Survey
02/23/2016	ILT	Finalize SEF and prioritize 3 areas of focus
02/09/2016	Bilingual Teachers	SEF Survey
03/09/2016	CIWP Team	Goal Setting Finalized
03/16/2016	CIWP Team	Strategies Session
03/23/2016	CIWP	Strategies Finalized

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

**Leadership & Collective Responsibility:**

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

Score

1 2 3 4

The principal creates a professional learning system that is based upon a foundation of regular communication that involves all stakeholders. The principal has used surveys, emails, staff meetings, and small group meetings to gauge teachers needs around the building. All administrators have an open door policy for teachers to discuss professional goals and concerns. The principal hired additional administrators to ensure that new district requirements and policy implementation can be met more effectively. The principal also works with the PPC and PPLC through monthly meetings to determine teacher concerns and brainstorm ideas for providing educational support. The professional learning system includes:

- CIWP Sessions- REACH and Instructional Strategy Focus
- \*Preparation periods used for collaboration
- Scheduled staff directed time during in-service days
- Partnerships with colleges and universities (IIT, UWSP, Northwestern, UIC) to provide professional development and guest professor lectures
- Opportunities for teachers to attend professional conferences (NCTM, NCTE, AP)
- Encourages teachers to be National Board Certified Teachers
- Supports internships for staff members seeking advanced degrees and certificates
- Ongoing support for Hewitt College and Career Center
- Grade-Level Specific Parent Information Nights; Parent Meet and Greets; FAFSA informational nights and lunch-time sessions; LTAC Parent team meetings
- College/Career Night for parents and students
- Transition Fair for students with disabilities
- GradeBook Parent Portal Training for Parents

Our teachers serve as leaders through the following opportunities:

- CIWP leaders
- Regular Grade/Course team collaboration
- Scheduled staff directed time during in-service days
- Partnerships with colleges and universities (IIT, UWSP, Northwestern, UIC) to provide professional development
- Opportunities for teachers to attend professional conferences (NCTM, NCTE, AP)
- Encourages teachers to be National Board Certified Teachers
- Supports internships for staff members seeking advanced degrees and certificates
- Ongoing support for Hewitt College and Career Center
- Grade-Level Specific Parent Information Nights; Parent Meet and Greets; FAFSA informational nights; LTAC Parent team
- College/Career Night for parents and students
- Transition Fair for students with disabilities
- GradeBook Parent Portal Training for Parents
- \* ILT Committee reviews data, plans school initiatives connected to Goals and Theory of Action
- Department Chairs Team (DCT) leads and discusses school-wide initiatives with staff - PPLC, an elected body that brings up staff concerns and guides school wide initiatives, such as Full School Day
- Curriculum Committee helped to manage the incorporation of additional PE classes, while phasing out other classes across the curriculum in order to meet district requirements
- Technology Committee discusses status of growth and plans future allocation of funds
- RTI develops referral system for teachers to identify struggling students
- Freshman on Track identifies struggling 9th graders
- Principal leadership values and develops interventions
- RAMP monitors counselor activities to ensure data driven - Administrative Leadership Team regularly monitors relevant initiatives within their domains
- Most teachers in core subjects serve on course level committees that develop the curriculum, compose quarterly and final exams, etc.
- Other teacher groups as needed to plan and evaluate events

## 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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The ILT team is comprised of members who contribute cross-curricular expertise and share a common interest in supporting students and teachers. The ILT promotes school-wide goals through the following:

- Literacy-focus study and resources to assist teachers
- \* SEL and Instructional small group teams
- \* Contribution to CIWP development and school-wide goals
- \* Implementation of improvement strategies for curriculum including adding relevant and eliminating irrelevant topics based on the common core standards
- \* Guidance in departments regarding curriculum and new changes
- \* Supports for Teacher Roster Verification
- Participation in network meetings
- Gathers evidence for accreditation
- \* Junior Test Preparation Endeavors/Resources
- Data analysis for each department
- Professional development presentations
- Development of supplemental curriculum and programs for core subjects related to ACT/SAT/PSAT
- Formulated school-wide interventions based on data
- Staff liaison to promote school goals
- School-wide alignment of CCSS
- Designed and presented professional development to promote literacy and differentiation in core and non-core subjects.

### 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:

Score

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.

1 2 3 4

Our staff is introduced to the focus of our professional development for the year during our initial Staff Development days. Reiteration of the school's goals and growth expectations are honed through the following channels:

- Regularly scheduled professional development meetings and departmental meetings during CPS staff development days
- Feedback through instructional rounds and collegial coaching
- Opportunities to attend professional conferences provided by NCTM, NCTE, NBCT, and CollegeBoard
- Technology PD- Teacher-led PD
- Collaboration through common preparation periods
- REACH used as an ongoing professional development
- Data-driven Instruction PD

The continuous monitoring of the effectiveness of all professional development is through standardized assessment data. Assessment data are reviewed monthly to review trends and project future growth.

### 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

1 2 **3** 4

Lane uses its SGSA funding to promote the following priorities:

- Expansion of non-core classes and programs including the music and arts festival.
- Increasing resources for students including a new media room and center, World Language lab, Reading and Writing lab, Gallery 2501, and the 3D makers lab.
- AP tutoring, core tutoring, college tours, technology for classrooms, supplemental teaching materials, ACT Prep classes, and school-specific programs such as International Days, Science Fairs, Transitional Fairs, Saturday tutoring, department needs, and clubs.
- Several teachers apply for and receive grants through our Alumni Association, PTSO, and most commonly, Donors Choose.
- Our school supports College Night, extended hours for the Library and College and Career Center, and one-to-one AP tutoring.
- Funds are also allocated for our low incidence classrooms to provide adaptive equipment and educational tools and manipulative to ensure student growth and achievement.

### 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	✓ Five Essentials
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

1 2 **3** 4

A teacher team has been formed for each course/grade level. The intended responsibilities of each team includes:

- Creating a year-long scope and sequence that supports the goals and objectives of the course as well as common assessments utilized for student evaluation of growth.
- Infusing the CCSS into the content-based curricula
- Creating and re-assessing common quarterly assessments aligned to CCSS in core and non-core subjects
- Evaluating/Selecting challenging instructional texts and supplemental materials
- Differentiating curricula to accommodate all types of learners and course levels (Hon/Reg/AP)
- Additional support, both in the classroom and outside of the classroom, is provided for students with an IEP or 504 Plan. This support includes resource period(s) where students can receive individual and small group assistance and tutoring.
- Incorporation of performance task assessments
- Teacher-designed unit plans
- Collaboration through Google Drive to develop common unit objectives and to share activities and lessons
- Text evaluation in English based on the qualitative and quantitative value of texts

### 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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1 2 3 4

Each course teacher uses the same instructional text (s). Teacher teams provide/recommend supplemental materials and additional teaching aids to promote student learning.

Students enrolled in one of our low-incidence cluster programs (Autism or SPH) have a significantly modified and individualized curriculum that challenges each student at their level of cognitive ability. In addition to their academic subjects, each student is enrolled in adaptive P.E. All other students receiving specialized services are fully included and through the collaborative efforts of the regular education teacher and the inclusion teacher, course work, instructional materials, and assessments are modified to ensure adherence to each student's IEP or 504 Plan.

- Increase in use of modern technology- SMART Boards, Digidu tablets, elmos, response systems, access to Youtube, mounted projectors/screens, and Ipads
- We have three self-contained mathematics classes.
- The English department has a flashdrive that contains a unified grammar program for all students which incorporates CCSS language arts skills.
- Science shares articles and authentic materials on google drive.
- History grade-level teams have common DBQs for critical thinking.

## 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="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1.b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1.c. Selecting Learning Objectives</a></li> <li><a href="#">1.d. 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 in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 2 3 4

Lane Tech teachers and administrators emphasize the importance of challenging and meaningful coursework, which is aligned to objectives and standards as evident by:

- Alpha STEM program research, development of projects, and presentation at annual STEM fairs (school, region, city, state)
- Robotics course development of projects and participation in competitions
- Debate course participation in competitions
- CS course development of variety of projects with in-class and out of class competitions
- Art gallery and main office cases display student work
- Performance music courses play in bi-annual concerts and compete with solo and ensemble
- Science classes use laboratories and inquiry-based tasks to engage students in learning content and skills
- World Language courses enable students to read and write in the language and practice with peers; field trips to other countries enable students to practice the language
- All courses utilize formative and summative assessments to identify students strengths and areas of needed improvement, which are then used to differentiate instruction for groups and individual students
- All courses develop tasks that enable students to connect concepts and skills to personal interests, culture, and real world examples and implications.

### 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="#">1d. 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

1 2 3 4

In addition to the new CCSS and NGSS, our school thrives on promoting college-level rigor within our curricula. Our staff, administration, and community liaisons support our college-driven atmosphere by encouraging the following:

- Staff encourages students to take honors and have to take at least one AP class while at Lane Tech.
- Teachers and counselors travel with students to visit colleges both in state and out of state.
- Lane Tech alumni professionals come to the school each year to discuss their careers with students.
- ""ACT Week Live"" (Classroom emphasis on EPAS testing)
- ACT morning, afternoon prep, and Saturday classes are offered to students to reinforce skills on the ACT exam -Students are elected as members to the student council and LSC.
- Our counselors host an annual ""College Night.""
- Our counselors provide FAFSA assistance to help parents and students on various evenings throughout the year.
- ""College T-Shirt"" days for staff are promoted as a way of increase college awareness amongst students.
- Staff members write recommendations for Lane Tech programs - AP Capstone Research Seminar is available as a course offering for students which focuses on a research project in preparation for college
- World Language and English Departments offer various trips for students to travel to an array of countries around the world in an effort to increase skills taught in the classroom which mirrors college type study abroad programs

We also have high expectations for our low incidence program students. We provide the students with significant and varied opportunities both inside and outside the classroom, to maximize their potential and increase their exposure to the world around them. Particular attention is paid to our transition program that ensures learning continues once the student ages out of our academic program.

## 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:

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

Score

1 2 3 4

Teachers regularly analyze student assessment data, both qualitative and quantitative, at all levels. We ensure that the following occurs:

- Teachers receive class-level data to monitor class and individual level data
- \*School-wide data is available to all teachers
- Standardized testing data is regularly analyzed with professional development meetings
- Test results analyzed through Google Drive
- Teachers in all departments receive and analyze results of departmental quarterly assessments at the classroom, teacher, and course levels
- Teachers monitor student learning regularly through informal assessments, formal assessments, and common assessments and modify instruction based on test results
- . District assessments are taken during advisory
- Performance task assessment implementation

Teachers communicate standards based learning objectives via websites, course syllabi, rubrics, assignments, and daily postings on board.

Teachers use a variety of assessment methods including:

- Daily warm-ups/bell ringers
- Constructed response and multiple choice questions in homework, quizzes, writing prompts, and tests

Accommodations and modifications are utilized for teacher-prepared and standardized assessments and are based on each student's IEP or 504 Plan. Assessments for low incidence students include formative and summative evaluation in the form of authentic, performance based assessments.

## 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.

### Score

1 2 **3** 4

Teachers identify students in need of intervention and develop a plan to assist students which includes input from the teacher, guardians, and counselors. Discipline and attendance support staff are involved as needed. If necessary, a student may be referred to the Special Education department. Teachers members can trigger the intervention process based on their day-in and day-out expertise with their students and as a result of their review of students' performance.

Additionally, freshmen and sophomores are identified through the Freshmen and Sophomore On Track programs. Students attend individual and small-group meetings with counselors for additional support. 7th and 8th graders are identified by teachers and meet with teachers, LTAC coordinator, counselors, psychologist, and parents to develop an individualized plan. Many plans are a check-in/check-out system in which students work with teachers to monitor their progress each day, resulting in feedback to students, parents, and teachers.

-Screening for freshmen and sophomores who showed signs of at-risk in areas related to reading- decoding, fluency, vocabulary, and comprehension

Counselors and assigned one-to-one mentors monitor student success and record data to track students to determine the impact of interventions for each

### 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 Supportive Environment
CPS Framework for Teaching	<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>
CPS Performance Standards for School Leaders	<a href="#">3e. Demonstrating Flexibility and Responsiveness</a>
	<a href="#">4b. Maintaining Accurate Records</a>
	B3. MTSS Implemented Effectively in School

### Balanced Assessment & Grading:

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

Score

1 2 3 4

Teachers regularly analyze student assessment data, both qualitative and quantitative, at all levels. We ensure that the following occurs:

- School wide data is available to all teachers
  - Standardized testing data is regularly analyzed with professional development meetings
  - Test results analyzed through Google Drive
  - Teachers in all departments receive and analyze results of departmental quarterly assessments at the classroom, teacher, and course levels
  - Teachers monitor student learning regularly through informal assessments, formal assessments, and common assessments and modify instruction based on test results
  - . District assessments are taken during advisory
  - Performance task assessment implementation
- Teachers use a variety of assessment methods including:
- Daily warm-ups/bell ringers
  - Constructed response and multiple choice questions in homework, quizzes, writing prompts, and tests
- Accommodations and modifications are utilized for teacher-prepared and standardized assessments and are based on each student's IEP or 504 Plan. Assessments for low incidence students include formative and summative evaluation in the form of authentic, performance based assessments.

## Guide for Balanced Assessment & Grading

- **Use multiple measures** (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS and Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design** (<http://www.udlcenter.org/aboutudl/udlcurriculum>) **and use of accommodations and, where needed, modifications.**
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
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>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	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

Lane Tech teachers and administrators set high expectations for learning for all students, which is characterized by:

- Equal access and opportunity for AP classes for all students, which is the largest program in the district and state
- School-wide assessment goals and daily lesson objectives/standards and unit objectives/standards
- ACT week and NWEA week live celebrations for 7th, 8th, and 11th grade students to motivate students for ACT and NWEA exams
- Teachers utilize a variety of formative and summative assessments and provide feedback to individual students and work with students to improve their knowledge and skills
- Daily and weekend tutoring for students
- Competitions, awards, and celebration for STEM fair, academic decathlon, science olympiad and other academic competitive groups
- Celebration and awards for top 50 students in every class as Lane Scholars, each semester
- Recognition of students with all A's for principal's honor roll and A's and B's for honor roll
- Senior honors ceremony

## 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



As a diverse school with a varied student population, we attempt to address their need for positive relationships through the following avenues:

- Students have division teachers who are usually with them for four years.
- Students have a counselor assigned to them as a resource for college assistance and academic/emotional assistance as they progress through high school.
- Students with IEPs have a service provider who supports them through four years of high school.
- Students with low incidence disabilities interact with their nondisabled peers as part of the Lane Buddies program and adaptive PE classes.
- Students with high incidence disabilities are fully included in the regular education program and receive supports as determined by each IEP.
- Students are encouraged to share their individual cultural experiences as a way of further facilitating their education and that of their classmates.
- International Days/Nights provide an opportunity to demonstrate various cultures' cuisine, dancing and dress. -Workshops for 7th and 8th graders about self-esteem, bullying, and other topics that enhance positive relationships amongst students, teachers, and parents
- Students participating in science fair are required to be sponsored by a teacher or other adult.

### Guide for Relational Trust

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

### Evidence, Measures, and Standards

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

### 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

All Lane students including students in our low incidence classrooms are encouraged to participate in schoolwide events and activities, including clubs, cultural events, etc. With the diversity of our student body, we are privileged to host a plethora of activities and organizations which speak to the interests and needs of our students.

- Lane Tech offers over 30 ethnic clubs which celebrate various cultures that are represented in the school.
- Student council hosts a school & community-wide (International Days & Night) event in which the ethnic clubs present food and traditional dances which represent their culture.
- Lane Tech offers over 65 extracurricular clubs, including those formed at a national level such as Student Council, Debate, Science Olympiad, and others that are unique to the interests of students at Lane Tech. Students are also able to form a club, if one does not exist that meets their needs.
- Lane Tech offers over 30 sports through the Illinois High School Association.

## 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:**

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.

Score

1 2 3 4

Our school believes in educating students about expectations and when issues occur, we find appropriate and productive consequences to fit the infraction. Our success has been proven by the following evidence:

- Lane Tech's rate of misconduct was 2.1 per 100 incidences during the 2011 school year. Through RtI, disciplinary issues are addressed with not only the Discipline Office, but the Counseling Department, as well as any other services that are deemed necessary.
- Students self-reported that they feel that Lane Tech is a safe and welcoming environment.
- The disciplinary office communicates with the student's counselor when a referral has been made from a teacher.

To make the behavioral interventions tailored and meaningful to students, we also institute the following tactics:

- Consequences are determined on an individual basis and may result in an after school detention, Saturday Academy, in-school suspension, out-of-school suspension or expulsion.
- Counselors follow up with students on a weekly basis, check student grades and attendance, and consult with the student to decrease the occurrence of subsequent disciplinary actions.

**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:**

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

Score

1 2 3 4

Lane Tech embraces restorative approaches to discipline by being proactive in addressing misbehavior by:

- Dean of discipline, APs, and Principal meet on a weekly basis to review infractions and daily to address any student misconduct
- Attendance concerns addressed both through 1:1 meetings, academic detention, and pizza parties for those on track
- Saturday detentions and academic detentions are restorative in that students utilize the detention time to learn about important social and emotional skills to enable them to make better decisions in the future
- Pairing students with disciplinary issues with administrators and other staff mentors to discuss responsible decisions and getting on track
- Schoolwide Red Ribbon Week developed to address student drinking and drug use and focusing on making good decisions
- Speaker for bullying and student drinking and drug use to discuss making good decisions

## Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
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 expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

### Score

1 2 **3** 4

Parents are provided school and classroom expectations for their student through the following:

- Parent/Teacher Conferences, Parent Portal Training, Impact and use of Email System, Counseling Office Parent Nights via grade level, All Call system for important announcements, FAFSA Night, Open Houses, Meet Your Teachers Day, AP testing volunteers, and Grade Level Class Meetings
- Friends of Lane meetings provide opportunities to communicate information to parents regarding school performance and plans for improvement, as well as other pertinent information surrounding school activities.
- LTAC Parent Team

Communicating our academic goals and expectations to parents and students are also done through the following:

- ACT Week LIVE phone calls and letters to parents of at-risk students
- ACT Prep class information and registration is available through Lane's website
- Students are given the incentive of being reimbursed for the class if they have perfect attendance.
- Parents of students with disabilities are invited to the school once a year to participate in their child's IEP development and to discuss plans for post-secondary education/employment.
- Parents are asked to encourage their child to take more AP classes.
- Students are encouraged to take at least one AP class while they attend Lane Tech.
- The number of students taking AP classes has increased to 1242 students.
- Lane Tech offers 33 AP classes from which students can choose.
- Lane has recently become an AP Capstone school.

## Guide for Parent Partnership

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for 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 $\emptyset$ = Not of focus
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 $\emptyset$
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
4	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
4	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
4	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 $\emptyset$
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 $\emptyset$

Goals

Required metrics (Highschool)

13 of 13 complete

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

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Our goals based upon the 2015 5 Essentials include:  
Maintain an overall "well-organized" rating for school improvement  
Improve Effective Leaders from Neutral to Strong by focusing on Teacher-Principal Trust and Teacher Influence through ongoing communication  
Improve Collaborative Leaders from Neutral to Strong by focusing on collaborative practices and teacher-teacher trust through professional learning communities and events/activities to promote partnerships

(Blank)

(Blank)

(Blank)

(Blank)

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

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting. (Identified goals are placeholders until further guidance is given.)

77.00

(Blank)

78.00

78.50

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

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting. (Identified goals are placeholders until further guidance is given.)

57.00

(Blank)

58.00

58.50

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

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting. (Identified goals are placeholders until further guidance is given.)

57.00

(Blank)

58.00

58.50

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

Not applicable - Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting. (Identified goals are placeholders until further guidance is given.)

(Blank)

(Blank)

100.00

100.00

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

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting. (Identified goals are placeholders until further guidance is given.)

82.00

(Blank)

83.00

83.50

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

Goals for HS/ES Assessment Attainment and Growth should NOT be set until a District decision has been reached on which assessment will be used. Communication will be sent to schools at that time around goal-setting. (Identified goals are placeholders until further guidance is given.)

94.00

(Blank)

95.00

95.50

**Freshmen On-Track Rate**

Our goal is to improve our Freshmen On-Track Rate from 95.8% to 97%, which is consistent with at least a 1% increase over the next two years by focusing on B.A.G. reports through our MTSS team and providing 5-week interventions throughout the year for groups and individual students.

93.70

95.80

96.50

97.00

**4-Year Cohort Graduation Rate**

Our goal is to improve from 94.5% to 96%, which is consistent with at least a 1% increase over the next two years in 4-year cohort graduation rate by focusing on college and career curriculum at each grade level, as implemented by counselors and teachers.

93.70

94.50

95.00

96.00

**1-Year Dropout Rate**

Our goal is to steadily decrease our 1-Year Dropout Rate from 1.9% to 1.7% or .1% per year by focusing on interventions from Freshmen year on for students to get on-track by making up classes and developing individualized goals.

1.50

1.90

1.80

1.70

**College Enrollment Rate**

Our goal is to improve from 86.1% to 87.1% which is consistent with at least a 1% increase over the next two years in college enrollment rate by focusing on college and career curriculum at each grade level, as implemented by counselors and teachers. In addition, counselors will hold parental sessions and scholarship meetings to further promote students to enroll in college.

85.60

86.10

86.60

87.10

**College Persistence Rate**

Our goal is to improve from 88.4% to 90% which is consistent with at least a 1% increase over the next two years in college persistence rate by providing senior students with the knowledge and skills to be successful in college and beyond, as well as resources through the counseling office.

90.60

88.40

89.00

90.00

**Average Daily Attendance Rate**

Our goal is to improve the average daily attendance rate from 94.7% to 95.7% which is consistent with at least a 1% increase over the next two years by utilizing B.A.G. reports through the MTSS team and incentives for students.

94.90

94.70

95.00

95.70

**Custom metrics**

10 of 10 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Sophomore On-Track Rate

Our goal is to improve our Sophomore On-Track Rate from 96.72% to 97.6%, which is consistent with at least a .6% increase over the next two years by focusing on B.A.G. reports through our MTSS team and providing 5-week interventions throughout the year for groups and individual students.

(Blank)

96.72

97.30

97.60

Restorative Practice %

Our goal is to reduce suspensions and increase restorative practices. The 2015-2016 school year we faced a number of alcohol, drug, and theft incidents which resulted in suspensions. Our goal is to increase proactive approaches, utilize restorative practices, and use suspensions as the alternative for only students who pose a threat to the school environment.

(Blank)

55.00

20.00

15.00

Chronic Absenteeism (EOY)%

Our goal is to improve our Chronic Absenteeism (EOY)% from 13.06% to 11.5%, which is consistent with at least a 1.5% increase over the next two years by focusing on student attendance incentives, at-risk MTSS initiatives, mentoring, and attendance plans.

(Blank)

13.06

12.00

11.50

NWEA Reading Growth

Our goal is to improve from 93rd percentile to 99th percentile over the next two years in NWEA Reading Growth by focusing on group and individual instructional strategies in literacy, establishing growth goals with students and parents, and with supplementary support through LearnStorm and iexcel.

(Blank)

93.00

95.00

99.00

NWEA Math Growth

Our goal is to improve from 86th percentile to 95th percentile over the next two years in NWEA Math Growth by focusing on group and individual instructional strategies in math, establishing growth goals with students and parents, and with supplementary support through LearnStorm and iexcel.

(Blank)

86.00

90.00

95.00

% of Students Meeting/Exceeding National Average Growth Norms



Our goal is to improve from 58.3% to 65% over the next two years for students meeting/exceeding national average growth norms by focusing on group and individual instructional strategies in math and literacy, establishing growth goals with students and parents, and with supplementary support through LearnStorm and iexcel.

(Blank) 58.30 60.00 65.00

Hispanic NWEA Reading Growth

Our goal is to improve from 87th percentile to 95th percentile over the next two years for Hispanic NWEA Reading Growth by focusing on differentiation for individual students through instructional strategies, establishing growth goals with students and parents, and with supplementary support through LearnStorm and iexcel.

(Blank) 87.00 90.00 95.00

Hispanic NWEA Math Growth

Our goal is to improve from 60th percentile to 80th percentile over the next two years for Hispanic NWEA Math Growth by focusing on differentiation for individual students through instructional strategies, establishing growth goals with students and parents, and with supplementary support through LearnStorm and iexcel.

(Blank) 60.00 70.00 80.00

NWEA Reading Attainment

Our goal is to maintain our 99th percentile attainment in NWEA reading by continuing to focus on meaningful, engaging, and challenging curriculum in English.

(Blank) 99.00 99.00 99.00

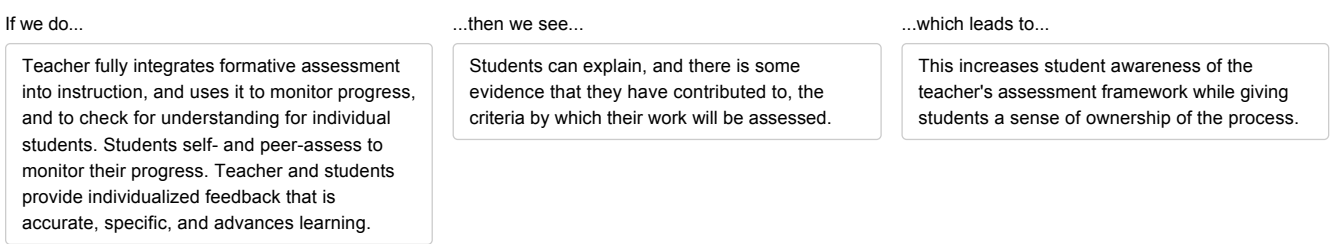
NWEA Math Attainment

Our goal is to maintain our 99th percentile attainment in NWEA reading by continuing to focus on meaningful, engaging, and challenging curriculum in Math

(Blank) 99.00 99.00 99.00

Strategies

Strategy 1



Tags:  
Balanced grading and assessment

Area(s) of focus:  
3

Action step	Responsible	Timeframe	Evidence for status	Status
Develop Assessment Team: Principal, AP, Data & Assessment Coordinator, and 2-3 teachers	Principal	May 1, 2016 to May 20, 2016	Team members, role responsibilities, and meeting dates	Not started

Review and analyze assessment & grading policies throughout CPS schools and surrounding districts; Discuss findings with staff members and solicit feedback; Identify key philosophies for homework, testing, and grading	Principal	May 20, 2016 to Jun 3, 2016	Assessment and grading policies from other schools/districts; teacher feedback; and analysis report on findings	Not started
Develop school philosophy and department specific criteria for homework, testing, and grading	Principal	Jun 3, 2016 to Jun 24, 2016	Philosophy statement for teachers	Not started
Create assessment and grading guide accessible by teachers, students, and parents	Principal	Jun 24, 2016 to Aug 26, 2016	Guide book	Not started

## Strategy 2

If we do...

...then we see...

...which leads to...

Create professional learning teams, increasing collaborative, professional learning opportunities, and establishing collaborative guidelines	more frequent, meaningful collaboration	strong or very strong 5Essentials results in Collaborative Teachers category
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Tags:  
Professional Learning

Area(s) of focus:  
2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Identify common preps with at least 1 other teacher	Principal	select	Teacher Schedules	On-Track
STRUCTURES AGENDAS- PD calendar with Agenda Items for meetings, more intentional spacing of required initiatives, build in time to account for "extra/TBD" items. Dept Chairs are responsible for creating agendas for whole group	Principal	Aug 1, 2016 to Aug 31, 2016	PD Plan	Not started
STRUCTURED GOALS: Set at the beginning of the year, at least 1 goal will be teacher team created	Principal, Teacher teaching teams	Aug 1, 2016 to Sep 30, 2016	Department Goal Drive file- Departments will set benchmarks	Not started
PEER OBSERVATIONS (innovate and improve implementation of new practices)- Include on PD calendar	Teacher teams	Aug 29, 2016 to Jun 26, 2017	Teacher participation	Not started

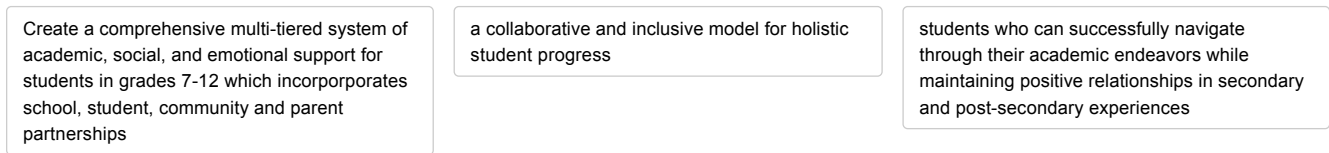
Send teachers to national and statewide conferences (holding fundraisers or reaching out to stakeholder groups for funding assistance)	Principal	Aug 1, 2016 to Jun 30, 2018	Teacher participation	Not started
Make a professional development webpage for teachers to add or view lectures at universities, community forums, and other cultural events. Include sign up for Professional Development activities.	Professional Development Team	Aug 1, 2016 to Aug 31, 2016	Webpage	Not started
Create Lane Talks/ presentations regularly after school/lunch periods	Professional Development Team	Aug 1, 2016 to Jun 18, 2018	Schedule of Presentations	Not started
Create more partnerships with cultural institutes/museums in the city which would provide professional development workshops for teachers	Principal, Professional Development Team	Aug 1, 2016 to Jun 30, 2018	Partnership Opportunities	Not started

### Strategy 3

If we do...

...then we see...

...which leads to...



Tags:  
MTSS

Area(s) of focus:  
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Create an MTSS Team	Principal, Assistant Principal	select	Cross-departmental Team	On-Track

#### MTSS

Create a tracking system to monitor social, emotional, and academic needs of students who require MTSS support	MTSS Team	May 31, 2016 to Aug 19, 2016	* Referral Form for parents and staff *Referral Process *On-Track Monitoring of failure rates in grades 7-12 * Tutoring	Not started
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#### MTSS

Create monthly support groups for students who are struggling in various academic, social, and emotional areas.	Counselors, MTSS	Aug 22, 2016 to Aug 31, 2016	* Professional development trainings for staff around high need areas * BASIC testing of all students	Not started
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**Counseling, Parent support group**

Develop a comprehensive incentive and consequence program to increase attendance/tardy percentages for all grade levels to a minimum of 95%	School Community Liaisons, MTSS Team	Aug 31, 2016 to Aug 31, 2016	* Streamlined Demerit Program * Monthly attendance incentives * Dashboard attendance reports	Not started
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**Attendance, Incentives**

Develop parent-school partnership in communicating and developing plans for students in need of MTSS support.	Counselors, Parents, MTSS Team	select	* One-to- one intervention meetings with families early in the year * Grade level parent meetings in the summer * Mandated Academic Detention * Mandated Academic Tutoring	Not started
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Develop curriculum for incoming 7th and 9th grades to better support their transition to a new school	Teachers, counselors, MTSS Staff, Student Support Services ( Psych and Social Work), Administrators	Aug 29, 2016 to May 31, 2018	* Summer Programs * Targeted transition classroom based curriculum the first month of school	Not started
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Monitor Tier 1 instruction to ensure that differentiation, data-driven instruction, and multiple intelligence activities and strategies are employed	(Blank)	Jun 29, 2018 to Jun 29, 2018	* Evaluations, Walkthroughs	Not started
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Provide staff instructional support for improved Tier 1 instruction	(Blank)	May 31, 2016 to May 31, 2018	* Weekly CIWP Meetings * Peer -to-Peer observations	Not started
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1

Monitor weekly attendance percentages to encourage student attendance.	MTSS Coordinator, School Community Liisons	Sep 6, 2016 to Jun 22, 2018	* Attendance Reports from Dashboard/ Gradebook * Communication Log Summaries	Not started
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**Attendance**

Meet with parents of students whose attendance fell below 96% for the 2015-2016 school year.	Principal, Assistant Principals, Counselors	Aug 29, 2016 to Sep 29, 2016	* Letter to individual parents whose students struggled with attendance during the 2015-2016 school year * PowerPoint Presentation and Video * Log of Parent Attendance	Not started
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District priority and action step	Responsible	Start	End	Status
<p>✦ Develop Assessment Team: Principal, AP, Data &amp; Assessment Coordinator, and 2-3 teachers Tags: Balanced grading and assessment</p>	Principal	May 1, 2016	May 20, 2016	Not started
<p>✦ Review and analyze assessment &amp; grading policies throughout CPS schools and surrounding districts; Discuss findings with staff members and solicit feedback; Identify key philosophies for homework, testing, and grading Tags: Balanced grading and assessment</p>	Principal	May 20, 2016	Jun 3, 2016	Not started
<p>✦ Develop school philosophy and department specific criteria for homework, testing, and grading Tags: Balanced grading and assessment</p>	Principal	Jun 3, 2016	Jun 24, 2016	Not started
<p>✦ Create assessment and grading guide accessible by teachers, students, and parents Tags: Balanced grading and assessment</p>	Principal	Jun 24, 2016	Aug 26, 2016	Not started
<p>✦ Identify common preps with at least 1 other teacher Tags: Professional Learning</p>	Principal			On-Track
<p>✦ STRUCTURES AGENDAS- PD calendar with Agenda Items for meetings, more intentional spacing of required initiatives, build in time to account for "extra/TBD" items. Dept Chairs are responsible for creating agendas for whole group Tags: Professional Learning</p>	Principal	Aug 1, 2016	Aug 31, 2016	Not started
<p>✦ STRUCTURED GOALS: Set at the beginning of the year, at least 1 goal will be teacher team created Tags: Professional Learning</p>	Principal, Teacher teaching teams	Aug 1, 2016	Sep 30, 2016	Not started
<p>✦ PEER OBSERVATIONS (innovate and improve implementation of new practices)- Include on PD calendar Tags: Professional Learning</p>	Teacher teams	Aug 29, 2016	Jun 26, 2017	Not started
<p>✦ Send teachers to national and statewide conferences (holding fundraisers or reaching out to stakeholder groups for funding assistance) Tags: Professional Learning</p>	Principal	Aug 1, 2016	Jun 30, 2018	Not started
<p>✦ Make a professional development webpage for teachers to add or view lectures at universities, community forums, and other cultural events. Include sign up for Professional Development activities. Tags: Professional Learning</p>	Professional Development Team	Aug 1, 2016	Aug 31, 2016	Not started
<p>✦ Create Lane Talks/ presentations regularly after school/lunch periods Tags: Professional Learning</p>	Professional Development Team	Aug 1, 2016	Jun 18, 2018	Not started
<p>✦ Create more partnerships with cultural institutes/museums in the city which would provide professional development workshops for teachers Tags: Professional Learning</p>	Principal, Professional Development Team	Aug 1, 2016	Jun 30, 2018	Not started
<p>✦ Create an MTSS Team Tags: MTSS, MTSS</p>	Principal, Assistant Principal			On-Track
<p>✦ Create a tracking system to monitor social, emotional, and academic needs of students who require MTSS support Tags: MTSS, MTSS</p>	MTSS Team	May 31, 2016	Aug 19, 2016	Not started
<p>✦ Create monthly support groups for students who are struggling in various academic, social, and emotional areas. Tags: MTSS, Counseling, Parent support group</p>	Counselors, MTSS	Aug 22, 2016	Aug 31, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Develop a comprehensive incentive and consequence program to increase attendance/tardy percentages for all grade levels to a minimum of 95%</p> <p>Tags: MTSS, Attendance, Incentives</p>	School Community Liaisons, MTSS Team	Aug 31, 2016	Aug 31, 2016	Not started
<p>✦ Develop parent-school partnership in communicating and developing plans for students in need of MTSS support.</p> <p>Tags: MTSS</p>	Counselors, Parents, MTSS Team			Not started
<p>✦ Develop curriculum for incoming 7th and 9th grades to better support their transition to a new school</p> <p>Tags: MTSS</p>	Teachers, counselors, MTSS Staff, Student Support Services ( Psych and Social Work), Administrators	Aug 29, 2016	May 31, 2018	Not started
<p>✦ Monitor Tier 1 instruction to ensure that differentiation, data-driven instruction, and multiple intelligence activities and strategies are employed</p> <p>Tags: MTSS</p>		Jun 29, 2018	Jun 29, 2018	Not started
<p>✦ Provide staff instructional support for improved Tier 1 instruction</p> <p>Tags: MTSS, 1</p>		May 31, 2016	May 31, 2018	Not started
<p>✦ Monitor weekly attendance percentages to encourage student attendance.</p> <p>Tags: MTSS, Attendance</p>	MTSS Coordinator, School Community Liisons	Sep 6, 2016	Jun 22, 2018	Not started
<p>✦ Meet with parents of students whose attendance fell below 96% for the 2015-2016 school year.</p> <p>Tags: MTSS</p>	Principal, Assistant Principals, Counselors	Aug 29, 2016	Sep 29, 2016	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an 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.

NA - Lane Tech does not receive Title I funds.

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

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

#### 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)

NA - Lane Tech does not receive Title I funds.

#### 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.)

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

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

NA - Lane Tech does not receive Title I funds.

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

NA - Lane Tech does not receive Title I funds.

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.

NA - Lane Tech does not receive Title I funds.

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

NA - Lane Tech does not receive Title I funds.

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

NA - Lane Tech does not receive Title I funds.

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).

NA - Lane Tech does not receive Title I funds.

#### 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.

NA - Lane Tech does not receive Title I funds.

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.	\$	Amount .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.	\$	Amount .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.	\$	Amount .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)	\$	Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount .00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount .00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount .00
55005	<b>Furniture and Equipment</b> 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.	\$	Amount .00