2016-2018 plan summary

Team

Name	Role	Email	Access
Femi Skanes	Principal	fsskanes@cps.edu	No Access
James Chowanec	Diverse Learner Teacher	jchowanec@cps.edu	No Access
Kai Erquhart	Science Teacher/ILT	kljones5@cps.edu	Has access
John Johnson	CTE Business Teacher	jcjohnson8@cps.edu	No Access
Noah Clarke	Diverse Learner Teacher	ncclarke2@cps.edu	No Access
Nicole Cannon	Counselor	nmcannon@cps.edu	No Access
Molly Hill	MTSS Coordinator/ILT	mdlarson@cps.edu	No Access
Michelle Harrell	Assistant Principal	mtharrell@cps.edu	Has access
Michael Kosko	CTE Coordinator	mjkosko@cps.edu	No Access
Chinelle Burrage	Clerk	clburrage@cps.edu	Has access
Connie Sims	Parent	conniemartinsims@gmail.com	No Access

Team meetings

Date	Participants	Topic
02/10/2016	ALL CIWP Team members	SEF Framework
02/11/2016	ALL CIWP Team members	SEF Framework
03/07/2016	Department Teams	Developing strategies
03/31/2016	All CIWP Team members	fine tuning strategies

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

P
Professional Development is embedded in the Master Schedule during department time. A focal strategy of the quarter guides the professional development that is offered each quarter. In addition to the school wide focus, specific departments also attend internal and external PD based on PLC goals.

Grade level PLCs meet bi weekly and Department PLCs meet weekly to review data and use it to make instructional and climate decisions.

The ILT creates an Instructional Plan each quarter that is used to collaborate with teacher teams and ensure fidelity to our instructional goals. The ILT and department teams follow the plan to stay focused on the outcomes each week.

Administration and teacher leaders make up the Senior Leadership Team which reviews school wide data points to plan the short and long term vision for the school.

Staff surveys are administered to determine teacher interests and to determine the types of supports and professional development that is needed by teachers. Data from these surveys are used to make school wide procedural and policy changes.

Pre/Post conference model is used as coaching sessions and not as a compliance tool. Teachers and administrators work together to create focus goals after each post conference. Teachers are tiered into support categories based on their previous year REACH ratings.

Learning Walks (using a Rigor Walk tool) are conducted by the administrative team to review classroom instructional practices and to calibrate instructional expectations. Feedback is immediately provided to teachers as a coaching support. Action items are recorded for each teacher.

Every other week grade level teams meet and use student performance data to determine necessary student interventions and to plan student celebrations. This data includes Stoplight Report (Grades) and attendance data.

An Instructional Toolkit has been developed that includes all of the instructional resources that are needed to plan rigorous instruction that will be implemented in classrooms.

Ad-hoc curriculum teams are developed that focus on specific instructional goals such as developing assessments or developing a teacher teams. In 2015-16, the ad-hoc instructional team focused on building common core aligned end of unit common assessments.

Department chairs also serve as coaches to support other members of their departments with improving content and delivery of instruction.

The CPS Teaching for Learning Framework is used to determine teacher growth and development. Professional Development supports are based on growth according to the framework.

5 Essential Results show incremental growth on the Effective Leadership Measure:
2013 - 28
2014 - 39
2015 - 37
2016 - 45
All sub components of this measure have also trended upwards in the last 4 years.

5 Essential Results show significant growth in the Collaborative Teacher measure.
2013 - 34
2014 - 42
2015 - 42
2016 - 58
Every sub measure has improved with the exception of the teacher to teacher trust component.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 **4**

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ILT Rubric Score
Team composition is appropriate and shares leadership for improving teaching and learning.
BOY - 3.4
MOY - 3.6

Team facilitates cycles of learning and problem solving in Teacher Teams.
BOY - 3.7
MOY - 3.1

Meetings are scheduled, structured, and frequent
BOY - 3.8
MOY - 3.9

Team uses protocols and data appropriately and asks probing questions
BOY - 2.8
MOY - 3.1

Team uses timely and relevant data sources
BOY - 2.6
MOY - 3.2

Team is productive and meetings results in insight and action or strategy adjustments
BOY - 2.8
MOY - 2.4

Team is collaborative, transparent, and informs stakeholders
BOY - 3.0
MOY - 3.1

ILT meets every Monday with outcomes guided by the Instructional Plan and targeted objectives
ILT Rubric is used to progress monitor effectiveness and the data is analyzed with the ILT
All staff members have been invited to attend meetings even if they are not members of the ILT
Protocols are used and developed at ILT
ILT meetings are used to plan for common alignment for weekly department meetings
ILT is made up of department chairs, grade level leads, DL leads, administration which provides a balanced representation of stakeholders
PLC goals and vision cycles have been set and are progress monitored throughout the year
Instructional rounds are conducted quarterly by teacher teams to improve student learning and classroom instruction
The ILT is student focused on uses a variety of data to make decisions.
The ILT engages in regular professional readings
The ILT uses protocols to review gradebook, student work, PARCC scores, practice ACT, and STAR data
The ILT works collaboratively to create the quarterly Instructional Plan based on teacher feedback, data analysis, and student needs.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, “**Is it working?”** about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "**If not, why not?**"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team’s purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**

    - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
    - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
    - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
    - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
    - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
    - Meet regularly (2-4 times per month).
    - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
    - All team members have equity of voice and are actively engaged in asking questions.
    - Celebrate small wins and improvements.
    - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

Score

1 2 **3** 4

5 Essential Results show significant growth in the Collaborative Teacher measure.
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SQRP
2015-16
Growth Percentile - 6%

2014-15
Growth Percentile - 13%

Teacher Teaching for Learning goals and growth is tracked in Google Documents. Data is used to continue to make instructional enhancements

A Strategy of Quarter is determined for the entire year and PD is provided that aligns to each strategy (4 times per year. Each quarter has a specific CCSS focus)
Instructional Rounds are conducted quarterly
Teacher Led Coaching for new teachers is provided by the veteran teachers and ARP (lead partner)
Core department chairs have one release period that is used for coaching other members of the department
All instructional tools and professional development decks are housed in a central location for continued access and future use
Whole school professional readings are done to create consistent schoolwide expectations.
Open door instructional rounds are a strategy that allows teachers to showcase strong instructional practices and are used to improve practice for the observing teacher.
Peer observations are used as a way for teachers to visit classrooms during their individual plan time and observe best practices.
District level PD and external PD opportunities are encouraged to help teachers gain additional pedagogical strategies.
Instructional Coaching provided to teachers by lead partner (ARP) with ongoing feedback and classroom visits.
Course team data deep dives used to explore common end of unit assessments and to adjust instruction based on the results
Bi-weekly grade level meetings include time for professional reading and collaboration
PD offered during common planning time
Half day professional learning sessions were provided by Discovery Education to help teachers build technology skills
Ad-hoc committees were used to foster professional learning around building common assesssments
Teachers are surveyed for PD needs and wants and PD offerings are based on the results
Instructional round data is analyzed during ILT to promote department level shifts in instructional practices
School based literacy and math plans guide the professional learning for the quarter
Teachers on PDP engage in targeted professional learning and Google Classroom is used collaborate

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

Aligned Resources:

Score

1 2 **3** 4

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.

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Collaborative budget meeting occurs every week to review and plan schoolwide needs.

Many teachers apply for and receive external grants including Donor's Choose.

Raby partners with Breakthrough which allows students in our LI department to complete instructional minutes serving as the Breakthrough help team. We also collaborate with Breakthrough and Illinois State University to host teachers in training.

Teachers are frequently surveyed to find out their classroom material needs. This information is used in the weekly budget sessions to determine needed resource materials.

Budgeted is aligned to the CIWP.

Departments and Grade Level Teams are provided with a budget that can be used to meet PLC needs.

PLCs host fundraisers to secure resources for their PLC goals.
Student achievement is set as the budget priority
School day maximizes time in the classroom and provides space for teachers to work together.
Department chairs are involved in the hiring process of new teachers and administration
Social worker is a part of the MTSS team.
Intentional community partnerships are established to provided additional supports and resources for students
Transparent staff meetings are held to discuss budget changes/updates

Guide for Aligned Resources

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

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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**

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SQRP
2015-16
Growth Percentile - 6%

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Protocol for grade level teams to discuss curriculum - moving from just discussing supports
(Student work protocol, Assessment protocol, Learning plan protocols)

End of unit common assessment for all courses that also include Data Deep Dives to analyze results

Fully developed CCSS aligned curriculum for all CORE classes

Learning walks used to review instructional practices
Community Partnerships - JA, Conservatory, Breakthrough
Partnership with CCC (Dual Credit/Dual Enrollment)
Units are aligned to scope and sequence
Lesson plans/unit plans include essential questions and big ideas
Regular and AP course offerings available to all students
Grade level field trips to museums, colleges/universities, etc.
Making learning fun and stimulating to the mind. Adding content and essential real time application.
Unit planning tools have been redeveloped to allow for authentic planning
Success Committee that created success indicators for CCSS
Data driven planning

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

1 2 **3** 4

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)

5 Essentials Ambitious Instruction
Trends have shown improvement.
2013 - 58
2014 - 63
2015 - 55
2016 - 70

Supportive Environment has shown some improvement but the score remains lower than other domains.
2013 - 40
2014 - 53
2015 - 50
2016 - 54

Financial resources are set aside for all departments to purchase materials.
Teacher requests for instructional materials are approved.
Department chairs have the flexibility to work with their department to select materials. ADC are asked weekly about department needs.
ARP aligned all of the English books to levels of text complexity and provided a resource guide to the English Department.
Google Classroom is a resource that is being used in many classes
Reading Plus is used as an instructional intervention for literacy.
STAR assessment scores (data) to provide supports
Discovery Tech Book (Math and Science)
Learning interest surveys for students
Allowing students choice in EOU assessments
Selecting Materials/text based on Unit Plan and Objectives
Nearpod assessment tools; Discovery Education; Google classroom; Technology: IPads, Google Chrome: Laptop carts: Teacher access to labs and library; Socrative assessment tools
Teachers using technology to guide real life application of content.
Chromebook carts used for Math & Science TechBook implementation.
Classroom/laptop signout Google Sheet
Technology is integral to student learning
Consistent use of tech in classrooms (smartboards, tablets, etc.)
Implementation of Promethean Boards in almost all classes
Ongoing PD for teachers in new technology
Access to technology by all departments
Snoezelen room
Consistent use of google (docs, classroom, site, calendar)
Online programs: STAR, Reading Plus, Achieve 3000
hands on labs used in science instruction
drama students create and perform plays

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

SQRP
2015-16
Growth Percentile - 6%

2014-15
Growth Percentile - 13%

ARP Coaching- unit and End of Unit feedback
Math PD aligned to Key Shifts for 2015-2016
Lit PD aligned to Key Shifts for 2015-2016
Data Deep Dive collaborative protocol used for all core classes
Writing Rubric used in all classes
Reading and Writing Strategies of the quarter
Unpacking the standards committee
NGSS PD's through CPS - assessments
student work protocols
GIZMO Training
Project-based learning happening in many classrooms
Students being able to articulate what they've learned and demonstrate in front of different audiences like After School Matters.
creating an expectation that the student assumes responsibility.
Ongoing PD on Depth of Knowledge Framework
Protocols are developed by Teacher Leaders to evaluate student work
Pre-existing protocols are used to evaluate student work
A framework is provided in the Instructional Toolkit that focuses on the task that students - can be used by teachers to evaluate their own work
Strategy of the Quarter for Literacy and Math align to the CCSS key shifts
CER Framework in Science
Principal and AP conduct Rigor Walks that focus on the task. Feedback is provided to teachers outside of the REACH process
NGSS SEP on Unit Summaries
Shifts in CCSS are regularly discussed in departments
Backward planning is utilized in unit planning
Collaboration between teachers of the same course
CTE Case study analysis in business and Law and citing evidence to support claims and reviewing and analyzing instruction to complete a task, ie the creation and formatting of a spreadsheet application to a Point of Sale (POS) system.
Instructional Shifts PLC used to pilot and plan new learning
Teaching students what quality work looks like
Use of rubrics and protocols

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 **4**

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)

5 Essentials Ambitious Instruction
Trends have shown improvement.
2013 - 58
2014 - 63
2015 - 55
2016 - 70

Supportive Environment has shown some improvement but the score remains lower than other domains.
2013 - 40
2014 - 53
2015 - 50
2016 - 54

Post-Secondary Team meets bi-weekly
Post-Secondary Dashboard includes consistent data tracking: FAFSA completion, scholarships, college applications, college acceptances
Partnership with Gear-up
Senior Seminar or One Goal course for all seniors
College Career Coach to support transitions
Travel Training for students in Low Incidence students
Taproots partnership for parent Professional Development
Use of Naviance for Data Tracking
Strengths and Opportunity Data from University of Chicago used to transition planning
All students required to have a post secondary plan
College Career Day
Seminar Guest Speakers
CCC relationship
College tours- spring break
Course Recommendation (AP Honors, Dual Credit)
Break Through Relationships and the Farm
Credit Recovery Options- online
Met with 95% of senior parents to review college expectations
FAFSA Nights
Freshman Jump Start program for incoming freshment
Freshman Guide Program
HS Fairs and visits
College visits
Internships
Job Shadow Day
Career Days
Learning professional work ethic in after school matters

Junior Boost college readiness support for all 11th graders
Partnership with Gear Up
Counseling supports available during the summer
Risk & Opportunities analysis used for incoming freshmen
U of C training around Risk and Opportunities - student supports
One Goal
awareness - expose students to a range of career paths and educational requirements of each to improve long-term planning and goal-setting
Career interest surveys filled out for all students with IEP
Academic Groups
Guidance Lessons re: Grad req, college types, college selectivity, ACT scores
PSAT though we need to review scores with students
ACT mock testing:need to review scores with students
College access: Dual Enrollment/Dual Credit
senior seminar
Polished Pebbles (career options for young women and post secondary skill development)
academic instruction groups
On-track data review
CTE Programming options
Freshman Guides Program for all freshmen
Recommendation Writing Professional Development for staff

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching 3 of 3 complete

Instruction:

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

Score

1 2 **3** 4

5 Essentials Ambitious Instruction
Trends have shown improvement.
2013 - 58
2014 - 63
2015 - 55
2016 - 70

Supportive Environment has shown some improvement but the score remains lower than other domains.
2013 - 40
2014 - 53
2015 - 50
2016 - 54

5 Essential Results show incremental growth on the Effective Leadership Measure:
2013 - 28
2014 - 39
2015 - 37
2016 - 45
All sub components of this measure have also trended upwards in the last 4 years.

SQRP
2015-16
Growth Percentile - 6%

2014-15
Growth Percentile - 13%

Use of Data Deep Dive process to analyze how students are progressing in class
Use of Gradual Release of Responsibility as a schoolwide model for instruction
Use of Instructional Toolkit 2.0 as a standard expectation for teaching
Implementation of a literacy lab to target struggling learners
CHAMPS walk identifies a need to improve grouping and transition
Rigor Walks identifies a need to focus on classroom discussion as a key lever for success
Holly's Highlights with Monthly Instructional focus and related article or video
Common Planning time/ course planning time
Common formative assessments
ADC observations
End of Unit Assessments are discussed in dept. meetings and reviewed
Lead Partner Lead Professional development
Data discussions in dept and grade level meetings
Administrative Lead Rigor Walks
Collaboratively planned instructional plans
Post-Conference Teacher support Plan Agreement (focus on TfL Domains)
Students being able to access assignments for classes online via Google Classroom
Additional support and tutoring that teachers provide before/after school and during lunch periods
Lunch time and after school tutoring
Focus on Depth of Knowledge
Instructional Toolkit 2.0 used as an instructional resource for teachers
Building the assessment to drive instruction.
effective grade level leaders and administrators who drive ambitious instruction
Constructive feedback in teacher-administrator conferences
peer observations and feedback that improve instruction
horizontal and vertical planning, using assessments to drive instruction
gradual release, scaffolding
GRR template for Learning Plans
Greatest Study Hall Ever - Sophomore Team
Data Deep Dives
Lunch recovery for students who need additional support
After school recovery
Open Door rounds
Use of peer observations and instructional rounds
Protocol in place to identify struggling students and needed supports
Discovery Education Professional Development and Resources
Instructional Shifts Committees to focus on new Instructional Practices
Strategy of the Quarter
Data Meetings (by Course Team)
Use of Literacy Lab as an intervention for struggling students

Guide for Instruction

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 **3** 4

2010 2011 2012 2013 2014 2015
Attendance 82.9% 80.4% 82.2% 82.0% 83.6% 88.6%

Bi--weekly MTSS meetings that focus on specific students
Implementation of groups as a SEL support
Literacy Lab as an academic intervention for reading
Use of problem solving process for student discussion
Small groups for students
MTSS referral for students who need support
Achieve 3000
attendance incentives, good citizenship rewards
stop light report used to facilitate students discussion in Grade Level Meetings
FOT data is discussed at grade level meetings
Tutoring interventions to promote FOT and support students at all grade levels
Literacy Lab
MTSS Referral process
MTSS regular meeting schedule with protocols
Behavior Health Team
SEL groups with social workers and school psych and counselors
Problem Solving Process is used for student discussions
Freshman guides - communicate with parents
Menu of available interventions in the MTSS drive folder (Tier 1-3)
Review of data at MTSS meetings and GLL and dept meetings
Attendance supports and incentives
Advisory topics and concerns
Student Voice
Teacher failure reports
Outside Mentoring programs a
Community Partnerships
Advisory
Direct Connection with Freshman Guides/Mentors and Parents. Freshmen Students encounters a sense of security knowing that they have someone in the building to express concerns on a one on one basis,such as classes, peers, and any other situations that they may need additional support with.
Freshmen Guides are also available to extend additional support to teachers when students are off task.
Use of Risk and Opportunity Data Analysis Protocols
Junior Boost to prepare for ACT
GL teams and Meetings
GL protcols
Stop Light
Attendance Personal
Full Time social worker to facilitate SEL interventions
IEP'S up to date
Attendance Tutoring Grant
TapRoots
Senior Parent Meeting
Student Inventory Surveys
Stoplight reports (students and staff)
PLOP responses
Sensory room update for Low Incidence Special Education students
Helping Students reaching academic goals. Finding solutions for students with serious attendance issues. A Chance to brainstorm with coworkers and target areas to ensure student success.
Achieve 3000
Reading Plus
Partnership between MTSS as members of GL teams
Strategic and intentional parent engagement
Taproots-provide Social-emotional support to parents and parenting teens
Intensive/wrap-around planning for identified students
PLPs for all overaged freshmen
Freshman Guides
Junior Boost
Mentors throughout the building
Polished Pebbles
Ms. Angela's girls group
SEL Groups
Think First

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	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

SQRP
2015-16
Growth Percentile - 6%

2014-15
Growth Percentile - 13%

Common End of Unit Assessments have been implemented for all courses
use of pre-assessment to determine the focus of the unit
Syllabus explaining the course
Grading Policy explanation (Sacffolded by GL)
Use of STAR assessment for 9th/10th as a formative assessment technique
Math Team using the DDI cycle for improving math performance
Instructional Plan that spells out the assessment plan for the quarter
Use of Data Deep Dive protocol to analyze student performance in class
Analysis of STAR data with students and in department meetings
common pre and post assessment
Schoolwide Grading Policy that is tailored for the needs of each grade level
Variety of assessments: EPAS, PARCC, STAR, Reading Plus, Acheive 3000, end of unit, quizzes, essays, exit tickets
Screening and progress monitoring: STAR, Reading Plus, Achieve 3000, exit tickets
Literacy Lab
Accommodations and Modifications are followed based on students' IEPs
Frequent data discussions
Departments work together to develop and review assessments
Grading system is clear and presented to students in the syllabi and student handbook and in the teacher toolkit
The grading policy does not include grades for behavior
EoU Assessments are test and project based
Grading Philosophy and agreement
Staff attended Formative assessment PD
Unpacking the standards committee
Gradebook being updated daily with detailed notation and accessible to students so that they are aware and can keep track of grades,missing assignments, test scores, etc.
Horizontal Planning to promote cross-curricular collaboration - grade levels use a protocol for discussion
Vertical Planning
Teacher Collaboration on units for co-planning
frequent grade distribution reports in homerooms.
2015-2016 SY Math and Literacy Plan
Raider reports
Normed grading policy across disciplines
Student access to their own growth data
Instructional Shifts 2.0 (Common Formative Assessments)
Instructional Toolkit has many resources including Summative Assessment Scoring Guide
Ongoing professional conversations about what grades mean

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	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Score

1 2 **3** 4

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.

Award ceremonies and activities that ensure students receive recognition for academic and attendance achievements.
The school promotes a shared positive climate and culture as demonstrated by the school motto: One Team, One Family
School-wide implementation of CHAMPS to communicate procedural and behavioral expectations within the classroom as well as other areas of the school.
All teachers and staff received a copy of the book Discipline in the Secondary Classroom and participated in a school-wide professional development to to promote a culture of teaching and learning.
All staff members participated in a professional development and then incorporated the 5 Pillars to foster a culture of achievement to increase student outcomes.
The weekly Stoplight report (grades and attendance) is used as a tool by students and staff to monitor student outcomes and implement interventions to meet student needs
The bi-weekly Raider Report is distributed to students to allow them to monitor their improvements and make necessary adjustment to ensure their success
Regular attendance interventions are implemented to increase student attendance and improve home - school connections.
Students are awarded for good grades, ie Hoodies.
Student-generated bi-weekly goal setting in advisory to improve attendance and course performance.
Teachers provide consistent, specific and actionable feedback to students on their work to encourage high academic expectations.
During monthly advisory phone calls teachers discuss academic, behavior and attendance growth and areas of improvements with parents. Together an action plan to improve student performance is developed.
High expectation for learning displayed throughout the building as students were exposed to the 5 pillars of creating a culture of achievement.
Students are used in the classroom to assist with daily classroom management procedures.

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	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Supportive Environment has shown some improvement but the score remains lower than other domains.
2013 - 40
2014 - 53
2015 - 50
2016 - 54

All entering freshmen are assigned to a trusted adult to help them transition throughout their freshman year.
Junior Boost mentors provide support to students to guide them through taking the ACT
All staff participated in a book study of 5 Pillars (How to Create a Culture of Achievement)
Students displaying content and skill mastery are used as peer tutors.
Non teaching staff participation in field trips
Many staff member participate in extracurricular activities and often coach for these activities
Advisory period programmed within the school day to encourage deeper relationships with students
Raby offers various formal and informal mentoring programs for students
Tutoring is offered by all teachers before and after school as well as during lunch
Teachers are required to greet students at door before each instructional period
Gay Straight Alliance Club offers a safe space for students
Many adults openly make negative comments about students and their families
Student and teacher definitions are respect are not equal
Most teachers are willing to go above the parameters of the union contract to support students.
Frequent check-ins with students who are in danger of failing
New teachers are supported by veteran teachers

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

Supportive Environment has shown some improvement but the score remains lower than other domains.
2013 - 40
2014 - 53
2015 - 50
2016 - 54

Raby offers most major sports during the school year and during the summer.
A variety of After School Matters programs are offered.
Mikva Challenge in the classroom (Operation Soapbox) encourages student participation of the democratic process.
Students must be in good academic standing to participate in most extracurricular activities.
All students participated in the Raby Day of Service
Students were surveyed to determine which courses they would like to have offered here at Raby
Principal Advisory Committee meets with parents to provide supports and access to community resources
Voter registration drive conducted annually through social studies classes
AP Classes offered in math, science and English.
Choice in CTE classes for all incoming freshmen.
Internship and summer employment offered to every student.
Service learning infused within a least one class at every grade level.

Guide for Student Voice, Engagement, & Civic Life

Students…

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

Evidence, Measures, and Standards

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

Safety & Order:

Score

1 2 **3** 4

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.

Supportive Environment has shown some improvement but the score remains lower than other domains.
2013 - 40
2014 - 53
2015 - 50
2016 - 54

5 Essentials Safety Score
2013 - 22
2014 - 35
2014 - 28
2015 - 27

Start on Time - Procedures in place for tardies
Security Officers attend district-wide training
Constant Communication with office of Safey and Security
Completed Climate Survey- Climate PLP
Raby Ready Protocol to ensure students are in compliance with uniform and ID policies
Low Incidence students are supervised at all time
Most classrooms have places for late work or missing work in classrooms
Lockdown procedures and drills are conducted as required
Most interactions (negative and positive) are captured in Student Logger
Guidelines for Success are distributed to all students
Raby Crisis Team is deployed when needed
Security continuously walks school perimeter
Staff leaving in groups at night (Administrative Recommendation)
Teachers at door or in hallway during passing period
Advisory lessons weekly to meet the SEL needs of students
Access and availability of Social Worker/Counselors/Psychologist
SEL groups to teach/improve pro-social skills
Late arrival procedures for students who are chronically tardy
Lunch detention and ISS offered as an alternative to OSS
Use of Peace circles for restorative practices
Collaborative parent conferences are used to set academic, behavioral and attendance goals for students
Freshman Guide meetings tracked in a common location
All students and visitors must pass through metal detectors and follow check-in procedures
All students enter the building through a common location
CHAMPS is used as the schoolwide framework - Common CHAMPS at grade level
Emphasis on how to Create a Culture for Learning

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.

- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

Parent Conferences and Re-entry meetings are required after all Out of School Suspensions
Peace Circles are occasionally used to repair relationships
Students and teachers trust the security staff and often use them to de-escalate situations
Advisory lessons encourage the development of appropriate social behaviors
CHAMPS utlized as a classroom management tool for consistency across the grade levels
MTSS Meetings bi-weekly to analyze data and review tiered interventions
Professional readings to encourage a positive climate and culture
Parent Phone Calls are used to inform parents of both positive and negative student behaviors
Apology Letters are utilized to repair broken relationships
Raby has an ISS curriculum to encourage change in student behavior.
Lunch Detention is offered an alternative to ISS.
Some teachers do not agree with the tenants of how to restore a relationship.

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) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

1 2 **3** 4

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.

Monthly parent newsletter delivered via email and regular mail
TAP Roots - Bieweekly parent training sessions offered at Raby
Teachers routinely make phone calls to parents of failing students
Frequent Robo Calls to keep parents abreast of what's going on at the school
Good News Post Cards sent home
Grade level specifc Parent Handbook provided to all parents at the beginning of the year
Parent Meetings are conducted at the beginning of the year to discuss grade level expectations
Principal’s open door policy
Security outside during dismissal and greeting families in the morning
Annual Mother’s day brunch
Parents are invited to attend awards assemblies and banquets
Grade level call logs are maintained in a common location
Parent end-of-year acknowledgement- Awards
All teachers have access to Parent emails and telephone numbers
Parent Portal Accounts created for all students
Teachers are required make monthly calls for all of their advisory students
Raby has a strong social media presence - Facebook, Twitter and Instagram
95% of senior parents attended the Mandatory Senior informational meeting
Parent FAFSA Night is offered multiple days in January

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.

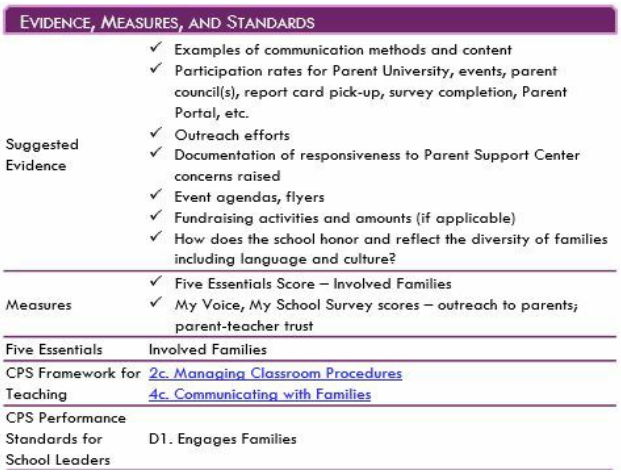
◦ **Frequently communicate with families about class and individual activities and individual student's progress.**
- Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
- Send regular, 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) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 **2** 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Relational Trust	**1** 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 **⊘**
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 **5** ⊘
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**

3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘

Goals

Required metrics (Highschool) 7 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
2013-14 - Moderately Organized 2014-15 - Partially Organized 2015-16 - Organized 2016-17 - Organized 2017-18 - Well Organized	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	13.00	*(Blank)*	*(Blank)*	*(Blank)*
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	13.00	*(Blank)*	*(Blank)*	*(Blank)*
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	18.00	*(Blank)*	*(Blank)*	*(Blank)*

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

(Blank)	9.00	*(Blank)*	*(Blank)*	*(Blank)*

Freshmen On-Track Rate

Ensure that freshmen have a strong foundation in the freshmen year so that they can be prepared to graduate for high school.	76.90	80.60	85.00	88.00

4-Year Cohort Graduation Rate

Focus on closing the achievement gap by providing transitional supports at each grade level that will lead to an increase in the number of students graduating from high school.	57.80	66.70	72.00	80.00

1-Year Dropout Rate

Focus on longer term success by creating systems to ensure that all students are supported which will reduce the number of students who drop out.	3.70	3.60	2.00	2.00

College Enrollment Rate

Ensure that students have access to college by setting up proper structures for student success.	63.50	54.40	60.00	70.00

College Persistence Rate

Ensure long term success by supporting student success through high school and college.	76.90	65.60	70.00	75.00

Average Daily Attendance Rate

Ensure that students are at school each day to have access to a high quality education.	84.10	88.60	90.00	92.00

Custom metrics

2 of 2 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Risk and Opportunities Analysis				
Close the achievement gap as measured by the Risk and Opportunities data which will reduce the number of high risk and vulnerable freshmen by 20%	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
CTE certification				
Percent of students in a CTE program who earn a CTE certification by the end of senior year.	0.00	0.00	70.00	80.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
focus on building a positive school culture by focusing on positive interactions for all stakeholders with a specific emphasis amongst teacher-to-teacher, student-to-teacher, parent-to-teacher and student -to -student interactions in academic and social settings.	a positive culture and climate that provides increased time for high quality classroom instruction where all stakeholders are invested in positive interactions whereby students will self monitor and contribute to redirection of inappropriate peer behavior, advocate for themselves by initiating solution focused conversations, and teacher collaboration free	a decrease in teacher referrals by 10% each school year an increase in teacher ratings in domains 2 & 4 as measured by by the REACH framework by 10% from the previous year an increase in restorative practices by 20% decrease in level 1, 2, and 3 infractions by 10% each school year

of personal bias and enhanced by difficult conversations.	improvements in the MTSS process as measured by the MTSS efficacy rubric improved ratings on the collaborative teacher section of the My Voice, My School survey

Tags:
MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust

Area(s) of focus:
1, 5, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Create a principal advisory council with a representative from each advisory that meets quarterly	Principal	Sep 19, 2016 to Sep 19, 2016	Meeting cycle created with notes from each meeting	Not started
Climate and Culture				
Create a student council that represents members from all grade levels that meets monthly.	Grade level leads	Jul 11, 2016 to Jul 11, 2016	Meeting cycle created with notes from each meeting; pre/post conference survey results regarding student voice	Not started
Climate and Culture				
Create a peer mediation council that will serve as a conflict resolution group for students	Dean	Aug 8, 2016 to Jun 19, 2017	Number of peer mediation sessions held; ISS & OSS data	Not started
Behavior and Safety, Climate and Culture				
Develop a "Choice Word" guide and provide PD to teachers on how to positively communicate with students	ILT	Jun 27, 2016 to Jun 27, 2016	CHAMPS walk-thru data	Not started
MTSS, Professional Learning, Climate and Culture, SEL, Restorative approaches				
Provide ongoing PD on difficult conversations amongst adults	Admin	Jul 25, 2016 to Aug 31, 2016	Pre-Assessment/Post Assessment; My Voice My School Survey Data	On-Track
Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning				
Provide on going professional development on Restorative Justice including peace circles	MTSS Team	Aug 29, 2016 to Jun 26, 2017	Number of sessions held; Culture and Climate Data	Not started
MTSS, Professional Learning, Behavior and Safety, Climate and Culture, Teacher Teams/Collaboration, Restorative approaches				
Host 2 alumni/student events that foster positive relationships with students that help students understand life after high school	Post-secondary team	Aug 29, 2016 to Jun 26, 2017	Number of sessions held; survey data from students; alumni; teachers	Not started
Climate and Culture, SEL, Family and Community Engagement				

Provide on-going PD that teaches de-escalation techniques and cultural sensitivity.	MTSS	Aug 29, 2016 to Jun 26, 2017	CHAMPS Walk-Thrus/Culture & Climate Data	Not started

MTSS, Behavior and Safety, Climate and Culture, Cycles of professional learning

Utilize an ILT guest each month to foster teacher collaboration and development	ILT	Sep 12, 2016 to Jun 12, 2017	ILT rubric	Not started

Data Use, Teacher Teams/Collaboration, Cycles of professional learning

Facilitate at least 2 staff team building activities per school year	Admin, ILT	Aug 29, 2016 to Feb 27, 2017	Staff survey	Not started

Climate and Culture

MTSS Efficacy Rubric	Admin, MTSS Team	Jul 1, 2016 to Sep 6, 2016	Completion of the rubric development	Completed

MTSS

Partner with Facing Our History - host a schoolwide SEL PD on classroom practices	Admin	Aug 1, 2016 to Sep 1, 2016	number of participants who attend the PD	On-Track

Strategy 2

If we do...	...then we see...	...which leads to...
utilize data as a key anchor strategy in all decision making and progress monitoring processes and as an anchor to guide PLC meetings and to improve classroom instructional practices	teachers using formative assessment data to implement a corrective instruction action plan targeted instruction based on student data grouping based upon student mastery a shift from discussing grades to teachers and students discussing mastery and skill attainment teachers discussing data with colleagues and sharing best practice to improve instruction PLC meetings centered around data driven conversations All academic, behavioral, and social decisions strategically aligned to data	increase in FOT by 3% each year increase in course pass rate by 10% each year increase in half cap participation by 10% each year increase in student performance on formative and summative assessments as measured by end of unit common assessments an increase in teacher ratings in domains 1 and 3 as measured by by the REACH framework by 10% from the previous year increase in PLC performance as measured by the PLC rubric

Tags:
Literacy/Reading, Math, Attendance, College Access and Persistence, Intervention, Behavior and Safety, Instruction, Plc

Area(s) of focus:
2, 3, 4, 5

Action step	Responsible	Timeframe	Evidence for status	Status

Use classroom level data to access the efficacy of the Tier 1 instructional program as a part of the MTSS problem solving cycle	MTSS	Oct 3, 2016 to May 26, 2017	MTSS efficacy rubric	On-Track

MTSS, Data Use, Instruction, Cycles of professional learning

Revise grading policy to respond to the needs of all stakeholders	ILT	Jul 11, 2016 to Jan 9, 2017	revised grading policy aligned to stakeholder feedback	Not started

Teacher Teams/Collaboration, Instruction

Provide ongoing PD to staff on how to align standards to formative/summative assessments	ILT	Aug 29, 2016 to Mar 1, 2017	review of planning tools and classroom based assessments	Not started

Assessment, Professional Learning

Create the instructional calendar to have a regular cycle for horizontal and vertical data analysis	ILT	Aug 8, 2016 to May 8, 2017	My Voice, My School survey, Quarterly Instructional Plan review	Not started

Instruction, Cycles of professional learning, Data

Provide professional learning to teachers on how to align summative/formative assessments to be aligned to standards in Gradebook	ILT	Aug 29, 2016 to Jun 26, 2017	Gradebook review	Not started

Assessment, Professional Learning

Provide learning sessions for incoming freshman students on how grades are earned in a high school setting	9th grade team	Jul 18, 2016 to Sep 26, 2016	survey data	Not started

Assessment, Personalized Learning

Provide professional development on task complexity	Admin	Oct 3, 2016 to May 31, 2017	*(Blank)*	Behind

Instructiion

Develop ongoing DDI cycles on academic growth plans	ILT	Oct 3, 2016 to Jun 10, 2017	*(Blank)*	Behind

Assessment, Instruction

Align core subjects of study to SAT standards and expectations	ILT	Sep 19, 2016 to Aug 25, 2017	*(Blank)*	On-Track

Strategy 3

If we do...	...then we see...	...which leads to...

focus on effective transitions that prepare students prior to high school entry, provides intervention and enrichment opportunities during matriculation, and emphasizes college and career readiness	All teachers emphasizing connections between course content and real life application students and families with a full understanding of end of the year expectations at all grade levels academic engagement and successful completion of coursework when enrolled in the course the first time decrease in the number of students requiring credit recovery options an established PLC model that fosters collaboration between teachers and counseling focused on extending academic expectations	increase in graduation rates by 10% increase in college enrollment by 10% increase in college persistence by 10% increase in FOT by 3% each year increase in SOT by 5% each year

Tags:
MTSS, Diverse Learners, College Access and Persistence, Climate and Culture, SEL

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

Action step	Responsible	Timeframe	Evidence for status	Status
Utilize Strength and Opportunities data to provide appropriate interventions for students	ILT	Jul 11, 2016 to Jun 26, 2017	FOT, Stoplight Report, S & O Data Tracking Document	Not started
MTSS, Data Use, Instruction, Data				
Utilize an electronic portfolio system that builds secondary and post-secondary plans beginning in 9th grade	ILT, PLT	Jul 11, 2016 to Jun 29, 2018	Number of plans completed for each student; teacher and student survey data	Not started
College Access and Persistence, Instruction				
Communicate effectively with parents by sending out quarterly "preparing for post-secondary success" notifications	PLT	Oct 3, 2016 to Jun 26, 2017	4 communications sent to parents monthly; 3 sessions hosted while tracking number of participants	Not started
College Access and Persistence, Family and Community Engagement				
Revise and realign curriculum to include post-secondary awareness and instruction into the 9-12 curriculum	ILT, PLT	Jul 11, 2016 to Jun 19, 2017	Evaluate curriculum via a curriculum rubric	Not started
Curriculum Design, College Access and Persistence				
Review the curriculum twice per year to review the course offerings to include honors and AP courses and to examine the rigor as aligned to CCSS	ILT	Jul 18, 2016 to Jun 26, 2017	Curriculum rubric	Not started
Curriculum Design, College Access and Persistence, Instruction				
All College Day (similiar to Raby Day of service) that is deemed as a schoolwide college visitation day	ILT, PLT	Oct 3, 2016 to Mar 24, 2017	pre/post survey	Not started

College Access and Persistence

Provide training to teachers on SQRP ratings	ILT, PLT	Aug 22, 2016 to Sep 12, 2016	pre/post survey	Not started

College Access and Persistence, Instruction, Data

Host quarterly events that promote instruction/achievement outside of the classroom (i.e. decathalons; bees; performances)	ILT	Aug 22, 2016 to Apr 28, 2017	My Voice, My School survey data	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Create a principal advisory council with a representative from each advisory that meets quarterly Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, Climate and Culture	Principal	Sep 19, 2016	Sep 19, 2016	Not started
✚ Create a student council that represents members from all grade levels that meets monthly. Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, Climate and Culture	Grade level leads	Jul 11, 2016	Jul 11, 2016	Not started
✚ Create a peer mediation council that will serve as a conflict resolution group for students Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, Behavior and Safety, Climate and Culture	Dean	Aug 8, 2016	Jun 19, 2017	Not started
✚ Develop a "Choice Word" guide and provide PD to teachers on how to positively communicate with students Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, MTSS, Professional Learning, Climate and Culture, SEL, Restorative approaches	ILT	Jun 27, 2016	Jun 27, 2016	Not started
✚ Provide ongoing PD on difficult conversations amongst adults Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, Climate and Culture, Teacher Teams/Collaboration, Cycles of professional learning	Admin	Jul 25, 2016	Aug 31, 2016	On-Track
✚ Provide on going professional development on Restorative Justice including peace circles Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, MTSS, Professional Learning, Behavior and Safety, Climate and Culture, Teacher Teams/Collaboration, Restorative approaches	MTSS Team	Aug 29, 2016	Jun 26, 2017	Not started
✚ Host 2 alumni/student events that foster positive relationships with students that help students understand life after high school Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, Climate and Culture, SEL, Family and Community Engagement	Post-secondary team	Aug 29, 2016	Jun 26, 2017	Not started
✚ Provide on-going PD that teaches de-escalation techniques and cultural sensitivity. Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, MTSS, Behavior and Safety, Climate and Culture, Cycles of professional learning	MTSS	Aug 29, 2016	Jun 26, 2017	Not started
✚ Utilize an ILT guest each month to foster teacher collaboration and development Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, Data Use, Teacher Teams/Collaboration, Cycles of professional learning	ILT	Sep 12, 2016	Jun 12, 2017	Not started
✚ Facilitate at least 2 staff team building activities per school year Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, Climate and Culture	Admin, ILT	Aug 29, 2016	Feb 27, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ MTSS Efficacy Rubric Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust, MTSS	Admin, MTSS Team	Jul 1, 2016	Sep 6, 2016	Completed
✚ Partner with Facing Our History - host a schoolwide SEL PD on classroom practices Tags: MTSS, Climate and Culture, SEL, Discipline, Restorative practices, Relation trust	Admin	Aug 1, 2016	Sep 1, 2016	On-Track
✚ Use classroom level data to access the efficacy of the Tier 1 instructional program as a part of the MTSS problem solving cycle Tags: Literacy/Reading, Math, Attendance, College Access and Persistence, Intervention, Behavior and Safety, Instruction, Plc, MTSS, Data Use, Instruction, Cycles of professional learning	MTSS	Oct 3, 2016	May 26, 2017	On-Track
✚ Revise grading policy to respond to the needs of all stakeholders Tags: Literacy/Reading, Math, Attendance, College Access and Persistence, Intervention, Behavior and Safety, Instruction, Plc, Teacher Teams/Collaboration, Instruction	ILT	Jul 11, 2016	Jan 9, 2017	Not started
✚ Provide ongoing PD to staff on how to align standards to formative/summative assessments Tags: Literacy/Reading, Math, Attendance, College Access and Persistence, Intervention, Behavior and Safety, Instruction, Plc, Assessment, Professional Learning	ILT	Aug 29, 2016	Mar 1, 2017	Not started
✚ Create the instructional calendar to have a regular cycle for horizontal and vertical data analysis Tags: Literacy/Reading, Math, Attendance, College Access and Persistence, Intervention, Behavior and Safety, Instruction, Plc, Instruction, Cycles of professional learning, Data	ILT	Aug 8, 2016	May 8, 2017	Not started
✚ Provide professional learning to teachers on how to align summative/formative assessments to be aligned to standards in Gradebook Tags: Literacy/Reading, Math, Attendance, College Access and Persistence, Intervention, Behavior and Safety, Instruction, Plc, Assessment, Professional Learning	ILT	Aug 29, 2016	Jun 26, 2017	Not started
✚ Provide learning sessions for incoming freshman students on how grades are earned in a high school setting Tags: Literacy/Reading, Math, Attendance, College Access and Persistence, Intervention, Behavior and Safety, Instruction, Plc, Assessment, Personalized Learning	9th grade team	Jul 18, 2016	Sep 26, 2016	Not started
✚ Provide professional development on task complexity Tags: Literacy/Reading, Math, Attendance, College Access and Persistence, Intervention, Behavior and Safety, Instruction, Plc, Instructiion	Admin	Oct 3, 2016	May 31, 2017	Behind
✚ Develop ongoing DDI cycles on academic growth plans Tags: Literacy/Reading, Math, Attendance, College Access and Persistence, Intervention, Behavior and Safety, Instruction, Plc, Assessment, Instruction	ILT	Oct 3, 2016	Jun 10, 2017	Behind
✚ Align core subjects of study to SAT standards and expectations Tags: Literacy/Reading, Math, Attendance, College Access and Persistence, Intervention, Behavior and Safety, Instruction, Plc	ILT	Sep 19, 2016	Aug 25, 2017	On-Track
✚ Utilize Strength and Opportunities data to provide appropriate interventions for students Tags: MTSS, Diverse Learners, College Access and Persistence, Climate and Culture, SEL, MTSS, Data Use, Instruction, Data	ILT	Jul 11, 2016	Jun 26, 2017	Not started
✚ Utilize an electronic portfolio system that builds secondary and post-secondary plans beginning in 9th grade Tags: MTSS, Diverse Learners, College Access and Persistence, Climate and Culture, SEL, College Access and Persistence, Instruction	ILT, PLT	Jul 11, 2016	Jun 29, 2018	Not started
✚ Communicate effectively with parents by sending out quarterly "preparing for post-secondary success" notifications Tags: MTSS, Diverse Learners, College Access and Persistence, Climate and Culture, SEL, College Access and Persistence, Family and Community Engagement	PLT	Oct 3, 2016	Jun 26, 2017	Not started
✚ Revise and realign curriculum to include post-secondary awareness and instruction into the 9-12 curriculum Tags: MTSS, Diverse Learners, College Access and Persistence, Climate and Culture, SEL, Curriculum Design, College Access and Persistence	ILT, PLT	Jul 11, 2016	Jun 19, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Review the curriculum twice per year to review the course offerings to include honors and AP courses and to examine the rigor as aligned to CCSS Tags: MTSS, Diverse Learners, College Access and Persistence, Climate and Culture, SEL, Curriculum Design, College Access and Persistence, Instruction	ILT	Jul 18, 2016	Jun 26, 2017	Not started
✚ All College Day (similiar to Raby Day of service) that is deemed as a schoolwide college visitation day Tags: MTSS, Diverse Learners, College Access and Persistence, Climate and Culture, SEL, College Access and Persistence	ILT, PLT	Oct 3, 2016	Mar 24, 2017	Not started
✚ Provide training to teachers on SQRP ratings Tags: MTSS, Diverse Learners, College Access and Persistence, Climate and Culture, SEL, College Access and Persistence, Instruction, Data	ILT, PLT	Aug 22, 2016	Sep 12, 2016	Not started
✚ Host quarterly events that promote instruction/achievement outside of the classroom (i.e. decathalons; bees; performances) Tags: MTSS, Diverse Learners, College Access and Persistence, Climate and Culture, SEL	ILT	Aug 22, 2016	Apr 28, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☐ My school receives SGSA funds

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

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

NCLB Program

○ NCLB Schoolwide Program

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

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☐ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy Complete

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

NCLB/PAC will develop the parent involvement plan to align to the corresponding NCLB budget. The school administration will work collaboratively with the NCLB/PAC to revise the plan as necessary. Monthly communications to parents will include all PAC information.

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

The Annual Meeting was held on Wednesday, September 21, 2016 at 5:30 p.m. The organizational meeting was held on Wednesday, October 26, 2016 at 9:00 a.m.

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.

Parents can expect to receive communication from the school regarding schoolwide progress, curriculum updates, and other general information at least twice per month.

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.

The administration will receive suggestions from the NCLB/PAC to understand their perspective on how to improve the instructional program at Raby.

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

State assessment information will be made available to parents at report card pick-up in the fall of each year (pending availability). Assessment information is also available to parents per their request.

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.

The school will mail notifications to parents of students who are taught by teachers who are not highly qualified.

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.

Training will be available to parents to help them understand the CCSS, assessments, and requirements of Title 1, Part A. The MTSS team will collaborate with the NCLB/PAC.

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

The school and community support partners will host parent training to help parents gain skills that will allow them to provide more supports to their children.

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.

Professional development will focus on how to work collaboratively with parents. A focus on social-emotional supports will be emphasized by the MTSS team.

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.

n/a

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.

Parents will receive a monthly communication regarding all of the events that are occurring at school. The website will be updated weekly to keep parents up to date with necessary information. Reminder information and invitations will be sent via emails.

Policy Implementation Activities

- [x] The LSC will approve the school improvement plan and monitor the CIWP.

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

- [x] The school will coordinate the parent involvement programs identified in the CIWP.

- [x] The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact — Complete

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

The Al Raby School for Community & Environment inspires students to intellectual excellence and personal responsibility through community and environmental activism. To achieve this outcome, the instructional program at Raby has a heavy emphasis on literacy and critical thinking. Raby utilizes a Strategy of the Quarter model that has an emphasis on a specific CCSS focus for the quarter.

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.

Schoolwide parent teacher conferences will be held twice a year according to the CPS calendar. Grade level teams will convene parent meetings as necessary to discuss student's academic progress.

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

Progress reports will be distributed at the 5th, 10th, 15th, 20th, 25th, 30th, and 35th week. In addition, Raider Reports which focus on grade, attendance, and behavior will be distributed to students every 3 weeks. Students will discuss this progress during advisory.

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

Parents are available to meet with staff by appointment. Staff is available before school and after school for meetings. Teachers are also available on the preparation period by appointment. Parents may utilize the school website to email teachers.

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

Parents are encouraged to volunteer in after school activities, extra-curricular events, and on school field trips.

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

All parents will have access to student progress report via the parent portal. The school will continuously

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

Parents will be invited to parent meetings to gather more information about parental expectations with classroom instruction.

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).

The use of our Stoplight Report and Raider Reports helps to invest students in their own progress.

Parent Budget — Complete

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

To help parents increase their knowledge of Common Core, SAT, College Prep expectations, and strategies for parenting teens, funds will be allocated for monthly professional development and conference activities. At this time, a budget has not been prepared in the absence of a quorum. The PAC will convene again in November to allocate specific values.

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

Account(s)	Description	Allocation
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ Amount .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ Amount .00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 1500 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount .00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ 1054 .00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 850 .00
53510	**Postage** Must be used for parent involvement programs only.	$ Amount .00
53306	**Software** Must be educational and for parent use only.	$ Amount .00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$ Amount .00

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