Chicago Academy High School (/school-plans/500) / Plan summary

2016-2018 plan summary

Team

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Team meetings

No meetings saved for this plan.

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

> While the REACH framework has been used for evaluation purpose, staff members at CAHS would like to see a greater focus on using the framework for coaching purposes so that teachers can improve and grow their practices.
>
> Some English teachers would like to see a continued discussion around offering double-block English for some of our 9th grade students. Due to logistical reasons, it looks like that option will be removed for the 2016-17 school year; however, some teachers would like to reconsider this option in years to come.
>
> While most staff members have internalized the vision of moving from good to great, staff want to continue to think about how we will get there. There must be consistency in our approach.
>
> For both Effective Leaders and Collaborative Teachers, CAHS was ranked weak on the 5 Essentials for SY2014-15. Instructional leadership was the weakest measure within Effective Leaders and Teacher-Teacher Trust was the weakest measure within Collaborative Teachers. SY2015-16 began with a dive into this data and questioning why trust among teachers and trust between teachers and school leaders is so low.

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

At CAHS, almost all relevant specialties are represented on our ILT. Over the course of the school year, the ILT has lead team conversations around instructional issues that are pressing for our school, such as a huge conversation around our Standards Based Grading Policy. Our ILT meets once a week for one hour. We always have a clear agenda and we established norms at the beginning of the school year that we review at the start of each meeting. Our ILT has a set of protocols that we have used to discuss readings or have important conversations. We have spent a lot of time "on the balcony", fully diagnosing root causes before jumping to action. Various team members at various times throughout the year have been assigned specific roles or responsibilities that were aligned to the work we were doing as an ILT and to that individual's interests and passions. At the end of each meeting, we engage in a meeting wrap-up protocol where we discuss what we accomplished during that time together and what we believe our next steps are for the work we are doing. There is equity of voice among all team members, as well as a level of trust in which team members can tell one another that they have been quiet and that we'd like to hear from them. Difficult conversations remain professional and team members speak their truth (which is one of our norms). All team members take the learning and information back to their department teams so that all stakeholders in the building are informed about the work of the ILT. For our first year as an ILT, we have had great success!

For SY2014-15, CAHS ranked very weak for instructional leadership. However, the 2015-16 school year was the first implementation of the CAHS Instructional Leadership Team (ILT), and we are very excited about all that this team has accomplished in its first year.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "**Is it working?**" about every program, initiative, and strategy in the school.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ 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**

> The CAHS staff believes there are a few pieces of professional learning that are going really well. First, they believe the professional learning that is occurring is embedded in staff member jobs, roles and responsibilities. They also believe that professional learning opportunities were created based on staff feedback and that the learning is grounded in research and/or best practices. Finally, CAHS staff members believe that most teachers are given time for collaboration. The CAHS staff would like to see a structure for peer-to-peer feedback as well as more time to dive into new learning. The staff also sees new teacher onboarding as a next step. Overall, the CAHS staff believes there is too much breadth and not enough depth.
>
> On the 2015-16 School Quality Rating Report, CAHS fell in the 42nd percentile for national school growth. CAHS fell in the 41st percentile for school attainment. We received data for one priority students group-- Hispanic growth percentile--and we fell in the 42nd percentile. Within the 5 Essentials, CAHS was weak in Collaborative Teachers. However, Collaborative Practices was a strength. Teacher-Teacher trust was very weak, and we started to work on this trust in the 2015-16 school year.

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:

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

Score

1 **2** 3 4

As part of the 9th grade team, we are expected to implement a Project Based Interdisciplinary unit, per our Breakthrough School grant. This team was provided with time to plan the unit. We attempted to use our professional expertise to plan a meaningful, inter-disciplinary, project. As our school continues this work as related to our grant, we'd like to consider possibly visiting schools that were successful in implementing a PBIL unit, or gaining an "advisor" for this project.

Partnerships with outside resources do occur such as having opportunities to learn about REACH from after school workshops with district REACH liaisons. These have been a great opportunity to increase our knowledge about the evaluation system. Requesting and receiving materials is a smooth process at CAHS.

Our Student Empowerment Team has partnered with a few Community Based Organizations this year to provide a variety of services for our students and staff. Those CBOs include the following:
Lurie's Children Hospital: provides traninig to our Student Empowerment Team around Behavioral Health Practices
Barr Harris: Facilitates grief group with a dozen students each week
Healthy Options: Meeting with our teenage parents for ongoing support
Illinois Safe Schools Alliance: Offering ongoing support for students and staff specific to LGBTQ needs
KIND Campaign: anti-bulling learning for female students

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

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

Some teachers at CAHS do some/many of these practicesconsistently; while some do few consistently.

The math team at CAHS is consistently working on vertical alignment and making sure that they have as much depth and breadth presented with high quality lessons. The math department chair has always worked to ensure the department followed these practices. Not all departments at CAHS work collaboratively at this level yet.

On the 2015-16 School Quality Rating Report, CAHS fell in the 42nd percentile for national school growth. CAHS fell in the 41st percentile for school attainment. We received data for one priority students group-- Hispanic growth percentile--and we fell in the 42nd percentile. Within the 5 Essentials, CAHS was weak in Collaborative Teachers. However, Collaborative Practices was a strength. Teacher-Teacher trust was very weak, and we started to work on this trust in the 2015-16 school year.

CAHS was ranked strong overall for Ambitious Instruction. English Instruction, Math Instruction and Academic Press were all ranked strong and Student Discussion was ranked neutral.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1   2   **3**   4

> Staff members at CAHS are unsure about the consistency of these practices.
>
> This is a varied spectrum in our school. Everyone is on a different level for this for their respective classes. CAHS has teachers who do this amazingly well. We also have teachers who are new to one-to-one schools and are learning about how to regularly integreate technology into their day-to-day instruction.
>
> CAHS was ranked strong on the 5 Essentials for Supportive Environment. CAHS was very strong in School-Wide Future Orientation. CAHS was strong in Student-Teacher Trust and Expectations for Post-Secondary Education. CAHS was neutral for safety.

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

Staff members at CAHS attended a professional development at Phillips Academy earlier in the year to discuss text complexity and how to prepare students with the skills necessary to "tackle" complex texts. This is something we're working on as a staff and some teachers are having more success in the beginning stages.

The math department has been working on integrating the Common Core Standards for mathematical practice where focus, rigor and coherence come into play. They are in part a shift of ideology from CRS and are implemented in part. Right now we have multiple instructional masters as the CRS and CC do not fully align in mathematics with discrete skills present in one and not the other. The department has been making progress in the transition, but is not fully there just yet.

On the 2015-16 School Quality Rating Report, CAHS fell in the 42nd percentile for national school growth. CAHS fell in the 41st percentile for school attainment. We received data for one priority students group-- Hispanic growth percentile--and we fell in the 42nd percentile. Within the 5 Essentials, CAHS was weak in Collaborative Teachers. However, Collaborative Practices was a strength. Teacher-Teacher trust was very weak, and we started to work on this trust in the 2015-16 school year.

CAHS was ranked strong overall for Ambitious Instruction on the 5 Essentials. English Instruction, Math Instruction and Academic Press were all ranked strong and Student Discussion was ranked neutral.

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

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:

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

Score

1   2   **3**   4

Transitions:
A consistent implementation of the Freshmen Connection summer program has been utilized to introduce students to the CAHS post-secondary culture which includes college visits and making initial plans for their post-secondary pathway at CAHS.
Several orientation events occur through the Spring and Summer for incoming 9th grade students and their families. These events reinforce college-preparatory academic expectations and responsibilities of students, parents, and the school.
Awareness:
During senior year, the CAHS counseling department offers several parent night events to educate families on the college application process, completion of the FAFSA, and resources for alternate financial support.
CAHS has historically offered 12th grade students an opportunity to work in their desired field of study by participating in a semester long internship with local Chicago businesses and organizations. This has resulted in students sustaining or modifying their are of study in advance of college course selections.
Readiness:
CAHS currently offers 8 Advanced Placement courses across the core subject areas and arts with an additional three dual credit courses offered in math and the humanities. Over the next year we will expand to offering10 Advanced Placements courses and five dual credit courses.
At each grade level, students and counselors end the school by completing a thorough transcript review to ensure chosen classes for the next school year align with CPS/ISBE graduation requirements, student's interest, and preparing a competitive transcript for college admissions.
Success:
To further ensure CAHS students are on a pathway to post-secondary success, all 11th and 12th grade students take an advisory course that is specific to the steps of gaining admissions and preparing for college success. I.e. the 11th grade course provides additional personalized instruction to support students core academic skills in preparing for the ACT and moving into next year, the SAT. Students also begin exploring colleges and university options that are in alignment college match (selectivity) and fit (personal needs). During their senior year students complete their applications and make an effort to fund the entirety of their tuition through FAFSA, grants, and merit-based scholarships. This is also the course in which they organizer their internship experience.

On the 2015-16 SQRP, CAHS's reported 4-year cohort graduation rate was 75.2%. Our college enrollment rate was 73.3% and our college persistence rate was 80.3%. Our average daily attendance rate was 92.5% and our 1-year drop-out rate was 3%.

CAHS was ranked strong overall for Ambitious Instruction. English Instruction, Math Instruction and Academic Press were all ranked strong and Student Discussion was ranked neutral.

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

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

Through Schoology and Mathxl, for example, our school does a good job of showing students where they are and what they need to do to improve, often linking the objectives and the "why's" of the topic. We implement tier 2 and tier 3 academic Interventions each week, and RISE (advisory) has played an integral role in that work.

On the 2015-16 School Quality Rating Report, CAHS fell in the 42nd percentile for national school growth. CAHS fell in the 41st percentile for school attainment. We received data for one priority students group-- Hispanic growth percentile--and we fell in the 42nd percentile. Within the 5 Essentials, CAHS was weak in Collaborative Teachers. However, Collaborative Practices was a strength. Teacher-Teacher trust was very weak, and we started to work on this trust in the 2015-16 school year.

On the 5 Essentials, CAHS ranked weak for effective leaders. Program coherence, teacher-principal trust, and teacher influence were weak. Instructional Leadership was very weak.

CAHS was ranked strong overall for Ambitious Instruction. English Instruction, Math Instruction and Academic Press were all ranked strong and Student Discussion was ranked neutral.

CAHS was ranked strong on the 5 Essentials for Supportive Environment. CAHS was very strong in School-Wide Future Orientation. CAHS was strong in Student-Teacher Trust and Expectations for Post-Secondary Education. CAHS was neutral for safety.

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

CAHS offers a variety of supports for students. We have successful tier 1 practices such as RISE advisory. Tier 2 practices include academic interventions or RISE pulls. The staff hopes to be able to start next year with the academic pull-outs. Tier 3 interventions are largely led by our Student Empowerment Team and include things like Grief Group and one-on-one counseling. While the Student Empowerment Team uses student-level behavior, attendance, and grades data on a weekly basis, there is a need to engage additional stakeholders in this work so that more and varied staff members are providing supports for our at-risk students.

The CAHS Freshman on Track rate for the 2014-15 school year was 86.6%. Our average daily attendance rate was 92.5%.

On the 5 Essentials, CAHS was weak overall in the category of Collaborative Teachers. Collaborative Practices was strong whereas Collective Responsibility was neutral, Quality Professional Development was weak, School Commitment was weak, and Teacher-Teacher Trust was very weak.

CAHS was ranked strong on the 5 Essentials for Supportive Environment. CAHS was very strong in School-Wide Future Orientation. CAHS was strong in Student-Teacher Trust and Expectations for Post-Secondary Education. CAHS was neutral for safety.

On the 2015-16 School Quality Rating Report, CAHS fell in the 42nd percentile for national school growth. CAHS fell in the 41st percentile for school attainment. We received data for one priority students group-- Hispanic growth percentile--and we fell in the 42nd percentile. Within the 5 Essentials, CAHS was weak in Collaborative Teachers. However, Collaborative Practices was a strength. Teacher-Teacher trust was very weak, and we started to work on this trust in the 2015-16 school year.

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

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

> The CAHS staff have been a long-standing lead on the implementation of our standards-based grading system. While the CAHS staff have taken the lead role in implementing our standards-based learning system, there are inconsistencies in the application of our policy. This is an area we are currently addressing in closing out the school year.
>
> On the 2015-16 School Quality Rating Report, CAHS fell in the 42nd percentile for national school growth. CAHS fell in the 41st percentile for school attainment. We received data for one priority students group-- Hispanic growth percentile--and we fell in the 42nd percentile. Within the 5 Essentials, CAHS was weak in Collaborative Teachers. However, Collaborative Practices was a strength. Teacher-Teacher trust was very weak, and we started to work on this trust in the 2015-16 school year.
>
> CAHS was ranked strong overall for Ambitious Instruction. English Instruction, Math Instruction and Academic Press were all ranked strong and Student Discussion was ranked neutral.

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

Culture for Learning:

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

Score

1   2   **3**   4

CAHS is making improvements in our culture for learning. We are pushing the idea of growth mindset school wide, both for students and staff. We will continue to work toward an intense focus on student academic growth.

As a staff, we'd like to think about how we can encourage this culture for learning throughout the school year and not just at the end of a semester or end of a marking period. We want to avoid students taking summer school or credit recovery; we want students to be successful in their first iteration with a course.

CAHS was ranked strong overall for Ambitious Instruction. English Instruction, Math Instruction and Academic Press were all ranked strong and Student Discussion was ranked neutral.

On the 2015-16 School Quality Rating Report, CAHS fell in the 42nd percentile for national school growth. CAHS fell in the 41st percentile for school attainment. We received data for one priority students group-- Hispanic growth percentile--and we fell in the 42nd percentile. Within the 5 Essentials, CAHS was weak in Collaborative Teachers. However, Collaborative Practices was a strength. Teacher-Teacher trust was very weak, and we started to work on this trust in the 2015-16 school year.

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

Overall our students and staff have a good rapport. Most staff members believe that student-teacher relationships are strong overall. However, staff members believe their is work to do around teacher-teacher trust and teacher-leadership trust.

CAHS was ranked 'Strong' on the 5 Essentials for Supportive Environment. CAHS was very strong in School-Wide Future Orientation. CAHS was strong in Student-Teacher Trust and Expectations for Post-Secondary Education. CAHS was neutral for safety.

On the 5 Essentials, CAHS was weak overall in the category of Collaborative Teachers. Collaborative Practices was strong whereas Collective Responsibility was neutral, Quality Professional Development was weak, School Commitment was weak, and Teacher-Teacher Trust was very weak.

A formal check-in system for all students and mentoring system does not exist. All students do meet daily within an advisory class environment called RISE (Resources, Interventions, Support, and Enrichment). At this point, the adult of these advisories would fulfill the "each student has at least one trusted adult in the school". There is a need to more closely attach each of our 9th grade students to at least one "adult mentor" in the building to ensure a strong transition to high school.

A past system of Kudos and Cautions offered a balance of praise and corrective action between students and staff. A similar system is currently not in place but the Student Logger system is being considered for future recognitions of a positive nature. A quarterly celebration is held for each grade level that recognizes students grades and attendance. This is done for individual students and for their advisories.

Students build positive relationships with their peers and CAHS staff through quarterly X-Day events, after school clubs, athletic events, off-campus lunch, and RISE advisory classes. Upperclassmen at CAHS help lead our open house, orientation, and Freshmen Connection events each year. This provides them an opportunity to take ownership of the success of their incoming peers and develop their leadership capacity. We still need to create additional opportunities during the school year for our upperclassmen to work with our younger students to increase community and school spirit.

There are opportunities moving forward for CAHS to better highlight our diverse student population, and their respective families and communities, but we currently do not make this a focus outside of annual Taste of Chicago culinary event. There are opportunities to build this awareness, tolerance, and pride in the multiple aspects of diversity present at CAHS through our standing advisory classes, whole school events, and daily instruction.

As represented by the 5E's survey data, there is room for growth in teacher-teacher trust as well as teacher-principal trust. Current efforts to improve communication systems are intended to improve trust among staff and school administration. There is nothing more important than improving our staff relational trust as we understand it's role as the "glue" that coordinates and supports the processes essential to effective school improvement.

While our safety and security team and intervention teams have participated in deescalation and check-in/check out professional development sessions, there is still inconsistencies in using our relationships with students to deter truancy and other behaviors that stand in the way of students focusing on their academic program.

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

> Our school spirit is growing among our students; however, our school has a difficult time making connections with the broader community.
>
> Some students are actively involved and for the size of the school students do have a lot of choices. We have for our size a significant amount of clubs. One thing that is challenging is students desire the creation of the clubs, and teachers have been willing to host the club, but it ends up falling on the teacher to design it and the kids try to become passengers rather than drivers of the activity.
>
> CAHS was ranked strong on the 5 Essentials for Supportive Environment. CAHS was very strong in School-Wide Future Orientation. CAHS was strong in Student-Teacher Trust and Expectations for Post-Secondary Education. CAHS was neutral for safety.

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:

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

Score

1   2   **3**   4

> Compared with 'Similar Schools' and CPS as a whole, CAHS ranks higher on measures of Safety within the 5 Essentials Survey in response to "Students feel safe both in and around the school building, and while they travel to and from home." This will always be an area of focus for our school as students safety is the number one priority.
>
> CAHS was ranked strong on the 5 Essentials for Supportive Environment. CAHS was very strong in School-Wide Future Orientation. CAHS was strong in Student-Teacher Trust and Expectations for Post-Secondary Education. CAHS was neutral for safety.
>
> The CAHS Safety measure within the Supportive Environment category was neutral. 78% of students felt safe or very safe outside of school. 78% of students felt safe traveling to and from school. 86% of students feel safe in our school bathrooms. 89% of students feel safe in our school hallways. 93% of students feel safe within their classrooms.

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

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.

> The CAHS staff believes we have established standards of conduct but that we need to implement consistent approaches across all staff members. Some staff members want a common cell phone policy, and some staff members want additional development on owning classroom expectations.
>
> CAHS was ranked strong on the 5 Essentials for Supportive Environment. CAHS was very strong in School-Wide Future Orientation. CAHS was strong in Student-Teacher Trust and Expectations for Post-Secondary Education. CAHS was neutral for safety..

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

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.

Chicago Academy HS received a score of 37 represents its aggregate performance across three key indicators of Involved Families:
• Teacher-Parent Trust (30 - Weak)
• Parent Involvement in School (46 - Neutral)
• Parent Influence on Decision Making in Schools (35 - Weak)

Our registrar takes the lead on facilitating parent volunteers. She has a few consistent volunteers who help her organize files, run tables at report card pick-up, assist with orientation and back to school night, etc. Few other staff members work so collaboratively with parent volunteers.

Parent attendance at after-school events such as orientation, back to school night, winter band concernts, etc. is good but could be better. Parent attendance at anything else is almost non-existent. As students get older, parent participation declines. Currently, we look most like a "come-if-we-call school" working toward becoming an "open-door school".

We leverage our online learning platform, Schoology, to communicate with parents and families. All-parent communications always come from the principal and those communications include reminders about upcoming holidays, any required parent communication from the district, encouragement to attend school culture events such as Homecoming, and calls to action such as the 20 for 20 campaign. Parents receive communication through Schoology quite often.

There is work to be done on an individual teacher level regarding communication with families.

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	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	[1] 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 [4] 5 ⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	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: Curriculum	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 depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	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: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘

Goals

Required metrics (Highschool)   0 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	29.00	(Blank)	(Blank)	(Blank)
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	29.00	(Blank)	(Blank)	(Blank)
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	23.00	(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)	13.00	(Blank)	(Blank)	(Blank)
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	39.00	(Blank)	(Blank)	(Blank)
Freshmen On-Track Rate				
(Blank)	92.60	86.60	92.00	94.00
4-Year Cohort Graduation Rate				
(Blank)	80.30	75.20	85.00	88.00
1-Year Dropout Rate				
(Blank)	2.90	3.00	2.00	2.00
College Enrollment Rate				

(Blank)	71.70	73.30	82.00	85.00

College Persistence Rate

(Blank)	73.20	80.30	80.00	85.00

Average Daily Attendance Rate

(Blank)	93.40	92.50	94.00	94.50

Custom metrics   0 of 6 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
4-Year College Acceptance Rate				
(Blank)	(Blank)	85.00	87.00	90.00
Intent to Attend Match/Over-Match College				
(Blank)	(Blank)	50.00	55.00	60.00
FAFSA Completion				
(Blank)	(Blank)	95.00	99.00	99.00
Average Scholarship Dollars				
(Blank)	(Blank)	11500.00	115000.00	125000.00
% of Students Awarded a Scholarship				
(Blank)	(Blank)	65.00	70.00	75.00
Look and Feel Score				
(Blank)	(Blank)	93.00	95.00	96.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Develop both discrete and strategically overlapped functions for each of our teams (ILT, PPLC, PPC, grade level, department, and intervention) and an annual plan for using collaborative meeting times as a means to reach school goals.	Teams focused and aligned to meeting high expectations for staff, students, and community through their respective roles on one or more school teams.	A shared a sense of purpose. Empowered team members that have influence in important decisions. A comfort and ability to manage change. Teams working on priorities that matter.

Tags:
Teacher Teams/Collaboration, Teacher-teacher trust & support, Achievement, Collective responsibility,

Area(s) of focus:
1

Common planning time, Collaborative teachers, Expectations and goals

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create functions and contributions profile for each of the CAHS teams	CAHS Admin	Jun 1, 2016 to Jun 17, 2016	Document of team functions and contributions	On-Track
Each team to create a long-term goal setting document that outlines their work for the year, semester and quarter	Individual teams	Jun 1, 2016 to Sep 30, 2016	Document for each team that outlines year-long goals	On-Track

Teacher Teams/Collaboration, Accountability, Protocols, Pd planning, Collective responsibility, Professional learning plan, Collaborative teachers, Expectations and goals

Establish common agendas, common protocols, team norms, team roles, etc. to optimize team time	Individual teams; whole school	Aug 22, 2016 to Sep 30, 2016	Common agendas and protocols in use by all teams; established norms for each team; established team roles	On-Track

Teacher Teams/Collaboration, Protocols, Roles, Collective responsibility, Collaborative teachers, Exepctations and goals, Agendas, Norms

Develop capacity of team leaders to facilitate meetings, reflect on team progress and plan purposefully	Team leads; admin	Jun 1, 2016 to Jun 1, 2017	Teacher leaders as strong meeting facilitators who constantly reflect and think about next steps	On-Track

Reflection, Shared leadership, Roles, Collective responsibility, Teacher leadership, Instructional leadership team, Leadership and collective responsibility, Collaborative teachers, Instructional leadership

Schedule end of semester team share-outs where teams present their major bodies of work for the year with the rest of staff, ensuring lines of communication are open and building community	Whole school; team leads; teams	Jan 1, 2017 to Jun 30, 2017	Each team presents bodies of work in "semester wrap-up" event	On-Track

Communication, Community, Reflection, Collaboration, Collective responsibility, Progress

Develop the capacity of our Student Empowerment Team to effectively use data about attendance, grades, and student social-emotional needs, so that we can identify students who are at risk due to one of these factors.	Students Empowerment Team	Sep 1, 2016 to Jun 1, 2017	SET consistently analyzes attendance data, grade data, and SEL data and implements interventions that improve students' attendance, grades and SEL needs.	On-Track

Attendance, Social emotional, Data analysis, Data tracking, Grades, Academic support, Student attendance

Strategy 2

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

Create and implement vertical and horizontally aligned CCSS teaching and learning plans that articulate both attainment and growth goals to meet the needs of all students.

Students experiencing academically rigorous CCSS curriculum, in and across grade levels, that provides opportunities for all students, including diverse learners, English learners, and advanced learners, to apply their learning beyond the classroom.

Vertically and horizontally aligned instructional units. Courses that provide relevant learning experiences built around the big ideas of each content area. Use of informational texts that meet grade level and extending complexity levels. Planning that reflects the needs of all Diverse Learners and English learners. Distinguishable levels of rigor between regular, honors, and Advanced Placement courses. Learning experiences that incorporate real world application of course content and skills.

Tags:
Curriculum Design, Academic gain, 21st century skills, Academic expectations, Vertical articulation, Academic supports, Common core state standards, Vertical alignment, Academic rigor, Curriculum planning

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Professional development opportunities for teachers, differentiated by department, that will ensure teachers have a deep understanding of CCSS standards and what they look like in instruction.	All teachers	Jun 1, 2016 to Jun 1, 2017	Unit plans that reflect appropriate, grade-level standards and lesson plans that incorporate instructional tasks that align to the standards	On-Track

Professional Learning, Professional development, Lesson planning, Common core alignment

| Frequent feedback on aligned CCSS as they appear in teacher unit plans | All teachers | Sep 1, 2016 to Jun 15, 2017 | Teacher unit plans with comments/feedback of CCSS alignment | On-Track |

Reflection, Lesson planning, Common core state standards, Teacher feedback

| Implement learning walks/walk-throughs in which staff members collect data on the presence of CCSS within classrooms and feedback on what is going well and what could be better | All Teachers | Sep 1, 2016 to Jun 23, 2017 | Learning walk/walk-through scheduled with data collection and analysis protocol | On-Track |

Reflection, Data analysis, Learning walk, Protocols, Common core state standards

| Informal pop-ins by administration and other teacher leaders that provides teachers with individual feedback about the alignment of CCSS within their classroom | Administration; teacher leaders; all teachers | Sep 1, 2016 to Jun 30, 2017 | Pop-in schedule; informal feedback template/protocol | On-Track |

Observations, Protocols, Common core state standards, Peer observation, Teacher feedback

| Teacher participation in network-wide CCSS PD | All teachers | Jul 18, 2016 to Jun 23, 2017 | Teacher attendance at CCSS PDs; transference of learning from CCSS PDs to classroom practice | On-Track |

Professional development, Common core state standards, Teacher collaboration

Strategy 3

If we do...

Implement an updated standards-based grading system that leverages formative, unit-summative, nationally standardized, and network interim assessments to monitor student learning and inform instructional adjustments.

...then we see...

Teachers using actionable and timely data to inform instructional planning, academic supports, and resource allocation.

...which leads to...

Teachers utilizing multiple measures to ensure an comprehensive picture of student learning. Use of diagnostic and progress monitoring systems to identify instructional adjustments. Use of common assessment features and expectations within and across departments. Use of assessments that are aligned to the features of universal design to ensure access by all students including diverse learners and English learners. Use of assessments that reflect the key shifts in CCSS literacy and math. Use of current school-wide and student-level data available by all team members. Use of grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.

Tags: Area(s) of focus:

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Engage in a deep, meaningful process of analyzing our current SBG policy against what the research says and make appropriate adaptations to ensure our policy is research-based	ILT; All staff	Jan 1, 2016 to Jun 23, 2017	Newly revised CAHS SBG policy	On-Track

Reflection, Research, Grading policy, Standards based grading

Ensure that units are backwards planned, starting with a rigorous, aligned, authentic end-of-unit assessment that is aligned to interim assessments. Ensure formatives are built throughout that provide data about student progress. Ensure all summatives are aligned to the standards and the appropriate graduation outcomes.	ILT; All staff	Sep 1, 2016 to Jun 23, 2017	Unit plans containing authentic end-of-unit assessments which are aligned to the standards and graduation outcomes they will assess	On-Track

Assessment, Formative assessment, Common core state standards, Backwards design, Summative assessment

Use interim assessments to analyze student growth over time and to plan purposefully based on student strengths and areas of growth.	A-Team; all teachers	Sep 1, 2016 to Jun 23, 2017	Interim assessment system that yields valuable data that teacher teams can use to analyze student growth and plan future instruction.	On-Track

Planning, Assessments, Standards based grading, Interim, Student growth

Implement common protocol for analyzing student data after significant formative and/or summative assessments so that teachers can engage in meaningful discussions about the data	Teacher course team leaders; all teachers	Sep 1, 2016 to Jun 23, 2017	Common school-wide data analysis protocol	On-Track

Data analysis, Formative assessment, Protocols, Summative assessment, Analyzing

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Create functions and contributions profile for each of the CAHS teams Tags: Teacher Teams/Collaboration, Teacher-teacher trust & support, Achievement, Collective responsibility, Common planning time, Collaborative teachers, Expectations and goals	CAHS Admin	Jun 1, 2016	Jun 17, 2016	On-Track
✚ Each team to create a long-term goal setting document that outlines their work for the year, semester and quarter Tags: Teacher Teams/Collaboration, Teacher-teacher trust & support, Achievement, Collective responsibility, Common planning time, Collaborative teachers, Expectations and goals, Teacher Teams/Collaboration, Accountability, Protocols, Pd planning, Collective responsibility, Professional learning plan, Collaborative teachers, Expectations and goals	Individual teams	Jun 1, 2016	Sep 30, 2016	On-Track
✚ Establish common agendas, common protocols, team norms, team roles, etc. to optimize team time Tags: Teacher Teams/Collaboration, Teacher-teacher trust & support, Achievement, Collective responsibility, Common planning time, Collaborative teachers, Expectations and goals, Teacher Teams/Collaboration, Protocols, Roles, Collective responsibility, Collaborative teachers, Exepctations and goals, Agendas, Norms	Individual teams; whole school	Aug 22, 2016	Sep 30, 2016	On-Track
✚ Develop capacity of team leaders to facilitate meetings, reflect on team progress and plan purposefully Tags: Teacher Teams/Collaboration, Teacher-teacher trust & support, Achievement, Collective responsibility, Common planning time, Collaborative teachers, Expectations and goals, Reflection, Shared leadership, Roles, Collective responsibility, Teacher leadership, Instructional leadership team, Leadership and collective responsibility, Collaborative teachers, Instructional leadership	Team leads; admin	Jun 1, 2016	Jun 1, 2017	On-Track
✚ Schedule end of semester team share-outs where teams present their major bodies of work for the year with the rest of staff, ensuring lines of communication are open and building community Tags: Teacher Teams/Collaboration, Teacher-teacher trust & support, Achievement, Collective responsibility, Common planning time, Collaborative teachers, Expectations and goals, Communication, Community, Reflection, Collaboration, Collective responsibility, Progress	Whole school; team leads; teams	Jan 1, 2017	Jun 30, 2017	On-Track
✚ Develop the capacity of our Student Empowerment Team to effectively use data about attendance, grades, and student social-emotional needs, so that we can identify students who are at risk due to one of these factors. Tags: Teacher Teams/Collaboration, Teacher-teacher trust & support, Achievement, Collective responsibility, Common planning time, Collaborative teachers, Expectations and goals, Attendance, Social emotional, Data analysis, Data tracking, Grades, Academic support, Student attendance	Students Empowerment Team	Sep 1, 2016	Jun 1, 2017	On-Track
✚ Professional development opportunities for teachers, differentiated by department, that will ensure teachers have a deep understanding of CCSS standards and what they look like in instruction. Tags: Curriculum Design, Academic gain, 21st century skills, Academic expectations, Vertical articulation, Academic supports, Common core state standards, Vertical alignment, Academic rigor, Curriculum planning, Professional Learning, Professional development, Lesson planning, Common core alignment	All teachers	Jun 1, 2016	Jun 1, 2017	On-Track
✚ Frequent feedback on aligned CCSS as they appear in teacher unit plans Tags: Curriculum Design, Academic gain, 21st century skills, Academic expectations, Vertical articulation, Academic supports, Common core state standards, Vertical alignment, Academic rigor, Curriculum planning, Reflection, Lesson planning, Common core state standards, Teacher feedback	All teachers	Sep 1, 2016	Jun 15, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Implement learning walks/walk-throughs in which staff members collect data on the presence of CCSS within classrooms and feedback on what is going well and what could be better Tags: Curriculum Design, Academic gain, 21st century skills, Academic expectations, Vertical articulation, Academic supports, Common core state standards, Vertical alignment, Academic rigor, Curriculum planning, Reflection, Data analysis, Learning walk, Protocols, Common core state standards	All Teachers	Sep 1, 2016	Jun 23, 2017	On-Track
✚ Informal pop-ins by administration and other teacher leaders that provides teachers with individual feedback about the alignment of CCSS within their classroom Tags: Curriculum Design, Academic gain, 21st century skills, Academic expectations, Vertical articulation, Academic supports, Common core state standards, Vertical alignment, Academic rigor, Curriculum planning, Observations, Protocols, Common core state standards, Peer observation, Teacher feedback	Administration; teacher leaders; all teachers	Sep 1, 2016	Jun 30, 2017	On-Track
✚ Teacher participation in network-wide CCSS PD Tags: Curriculum Design, Academic gain, 21st century skills, Academic expectations, Vertical articulation, Academic supports, Common core state standards, Vertical alignment, Academic rigor, Curriculum planning, Professional development, Common core state standards, Teacher collaboration	All teachers	Jul 18, 2016	Jun 23, 2017	On-Track
✚ Engage in a deep, meaningful process of analyzing our current SBG policy against what the research says and make appropriate adaptations to ensure our policy is research-based Tags: Reflection, Research, Grading policy, Standards based grading	ILT; All staff	Jan 1, 2016	Jun 23, 2017	On-Track
✚ Ensure that units are backwards planned, starting with a rigorous, aligned, authentic end-of-unit assessment that is aligned to interim assessments. Ensure formatives are built throughout that provide data about student progress. Ensure all summatives are aligned to the standards and the appropriate graduation outcomes. Tags: Assessment, Formative assessment, Common core state standards, Backwards design, Summative assessment	ILT; All staff	Sep 1, 2016	Jun 23, 2017	On-Track
✚ Use interim assessments to analyze student growth over time and to plan purposefully based on student strengths and areas of growth. Tags: Planning, Assessments, Standards based grading, Interim, Student growth	A-Team; all teachers	Sep 1, 2016	Jun 23, 2017	On-Track
✚ Implement common protocol for analyzing student data after significant formative and/or summative assessments so that teachers can engage in meaningful discussions about the data Tags: Data analysis, Formative assessment, Protocols, Summative assessment, Analyzing	Teacher course team leaders; all teachers	Sep 1, 2016	Jun 23, 2017	On-Track

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.

> At the beginning of SY17, parents/guardians will be invited to a Parent Involvement Planning evening. Light refreshments will be served and parents will work together to discuss the topics outlined in the Parent Involvement Plan and create a first draft. Once a first draft is created, it will be sent out to parents electronically so that parents who are unable to attend an in-person meeting can provide feedback electronically. Once that feedback is received, revisions will be made and a final draft will be share, both electronically and at the next parent night.

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

> Registration for the SY17 school year is tentatively scheduled for Wednesday, August 17th at 6pm. The annual meeting to review our school's participation in NCLB, Title I programs will be held at this time. When we gather for the annual meeting, parents will be polled to determine a date/time to host the PAC organization meeting. The PAC organizational meeting will occur in September on a date/time that is most convenient to parents.

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.

> On registration night which has been tentatively scheduled for Wednesday, August 17th, families will receive a packet containing their student's academic information. Families will have the opportunity to meet with their student's teachers to discuss the curriculum, year-long goals, relevant assessments, etc. Our EL program coordinator and our case manager will be available to answer specific questions about special programs and services.

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.

> Our staff and administration is seeking to become an "open door school". Becoming an open door school means that families can be involved in our school in many ways. One of those ways includes making time for parents to meet with school administration. School administration always makes family conversations a priority. We will leverage our one-to-one technology to communicate with parents and families.

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.

> Student performance on state assessments will be shared twice a year, or as new information become available, at report card pick-up in November and April.

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.

> Currently, all of our teachers are highly qualified as defined in the Title I Final Regulations. For the few positions we have available for SY 17, we will not hire any 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.

On registration night which has been tentatively scheduled for Wednesday, August 17th, families will receive a packet containing their student's academic information. Families will have the opportunity to meet with their student's teachers to discuss the curriculum, year-long goals, relevant assessments, etc. Our EL program coordinator and our case manager will be available to answer specific questions about special programs and services.

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.

We have tentatively scheduled back to school night for the week of September 19th. Each year since we have become a one-to-one school, we have facilitated a session around technology use during back to school night. We will expand this learning so that families can attend another session at report card pick up in the fall and the spring; therefore, families will have three opportunities throughout the year to learn about supporting their students with technology. Very often, parents of high school students say that they do not know how to support their students with their academic work. We will consider adding an additional session to be offered three times throughout the year about strategies for supporting your high school scholar.

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.

"Beyond the Bake Sale" (A. Henderson, K. Mapp, V. Johnson, and D. Davies) is a wonderful reading about family-school partnerships that our staff could do some powerful learning around. We will leverage that book throughout SY17 to shift our mindsets about working with parents and start to develop strategies for how to do so effectively.

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.

These programs do not apply to high schools. Please see the responses above regarding supporting parents in participating in their student's education.

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

The most commonly spoken language other than English at our school are Spanish, Polish, Arabic and Tagalog. First, we will ensure that all important communication is translated into these four languages so families can access the information. Then, we will leverage a variety of communication techniques to keep parents informed-- snail mail letters, emails, Schoology messages and posts, a Parent newsletter, robo calls, text messages, etc.

Policy Implementation Activities

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

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

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

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

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

The AUSL network manages the approval process for our CIWP.

Parent Compact   Complete

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

Vision: CAHS students will be intrinsically motivated, collaborative agents of change who are empowered to design creative solutions in an evolving world.

Mission: Providing a supportive, reflective environment for students who want to go to college.

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

District-wide parent teacher conferences will be held November 10, 2016 and April 20, 2017.

We plan to use our risk and opportunity data for our incoming freshmen to prioritize parent-teacher conferences with our most at-risk freshmen. These conference will occur in August before students start the school year. We hope these initial conferences/home visits will encourage future conferences and communication throughout the year.

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

District-wide progress reports/report cards will be shared with parents every 5 weeks. These reports are mailed to parents.

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

Staff will be available at the district-wide parent-teacher conferences in November and April.

Staff will be encouraged to market their already existing office hours for not just students but for parents as well.

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.

Currently, our registrar organizes parent volunteers. Parents currently help with file management, assist with report card pick-up and back to school night events, and chaperone field trips. We could leverage more parents for field trips. We have not traditionally invited parents to observe classroom activities but this is something we can think about for SY17.

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

Currently parents receive individual phone calls any time their student is absent. Our dean of students also calls families individually any time a student is involved in a disciplinary issue.

We need to develop staff capacity to make more frequent phone calls home regarding students' academic performance.

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 of diverse learner students are always included in developing Individualized Education Plans. All parents will receive a copy of their student's tentative class program and are encouraged to discuss the program in greater detail with our counseling department if they have questions.

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).

We share the core values of compassion, commitment, integrity and reflection, which we call the Learner's Life. By infusing our school culture and our students with these qualities, we seek to inspire excellence in ourselves and our community. Committed learners are prepared, on time and focused, motivated by a desire to succeed, and inspired by the possibility of improving their world. Compassionate learners are open to new perspectives, willing to appreciate diversity, and supportive of others. Learners with integrity are fair to themselves and others, willing to admit fault and seek guidance, and accountable to themselves and others; willing to hold others accountable. Reflective learners are active listeners, engaged in cycles of inquiry where they set goals, implement plans, collect feedback, and develop new strategies to achieve their goals, and willing to assess themselves and others.

Parent Budget
Complete

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

1.) increase family participation at school events, including more than just report card pick-up and back to school night, but cultural events like homecoming, band concerts, field trips, etc.
2.) increase staff communication to parents, especially around communicating academic progress
3.) complete home visits for any incoming freshmen who is at risk, as indicated by the risk and opportunity metrics
4.) Re-brand report card pickup as "curriculum night" so that parents are discussing student past performance as well as the new learning they will experience in the upcoming curriculum

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.	$ 300	.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.	$ 1095	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 600	.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)	$	602	.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.	$	400	.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.	$	400	.00

53510	**Postage**			
	Must be used for parent involvement programs only.	$	810	.00

53306	**Software**			
	Must be educational and for parent use only.	$	395	.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.	$	849	.00