



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	All staff	School Effective Survey
02/08/2016	Organizational Leadership Team	Priorities
02/15/2016	Organizational Leadership Team	Priorities

03/07/2016	Organizational Leadership Team	Goals
03/14/2016	Organizational Leadership Team	Strategies
04/04/2016	Organizational Leadership Team	Strategies
04/08/2016	Organizational Leadership Team	Strategies

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Social Justice High School practices shared leadership. We have teacher teams that meet weekly to determine the focus and operation of the school. The Organizational Leadership Team meets on Mondays. Grade Level Teams meet on Tuesdays and Content Teams meet on Thursdays. One Wednesday per month the entire staff works together to support our freshmen through Connect 5. The Instructional Leadership Team meets monthly to determine the instructional focus for the school. We also have a very active Advisory Local School Council, Professional Problems Committee, PPLC, and active PAC/BAC.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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Our ILT is functional but struggles with meeting regularly. The team has met to set the instructional focus of argumentative writing for the school year and has provided some professional development for staff.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	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:

Score

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

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As mentioned earlier teachers have built in common planning for teacher teams to meet. The ILT introduces instructional foci and provides professional development. There is built in "safe practice" time and teacher leaders or "experts are identified where teachers can make arrangements to visit the classrooms of these teachers to see the practices modeled for them. The teachers are collaborative and work together to develop and complete cross-curricular authentic learning opportunities for students such as grade level Capstone projects for 9th and 10th grade, the History Fair project for all 11th graders and the culminating Fire Project for all 12th graders.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Our school had a definite technology deficit four years ago, so for the past three years the school's budget has been dedicated to providing laptops, laptop carts, computer labs and additional technology for General Education, Diverse Learner and English Language Learner students. Funds have been allocated to purchase a music teacher, an additional physical education teacher and to provide after school resources to support student tutoring and remediation courses for students who are Off-track to graduate. Teachers work collaboratively to track students who are performing poorly and need additional support through the Homework Club, shared or loaned instructional time when a student is not passing a particular class.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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Teachers create curriculum maps that are vertically and horizontally aligned because teachers work in Grade level and content teams. The Language arts department utilizes the Collegeboard's Springboard curriculum for 9th through 12th grade, and this curriculum is developed to prepare students for success in advanced placement courses. We currently offer Advanced placement English Literature and Advanced placement English Language. Teacher teams work collaboratively to create authentic learning projects for the various grade levels, (Capstone projects grades 9 and 10, the History Fair project for grade 11 and the Fire project for grade 12.) We advocate a social justice curriculum, where social justice principles are infused into the lesson; however, because there is very little secondary level social justice curriculum, teachers find themselves developing their own curriculum. Teachers differ in their ability to develop these curriculums; currently science and social science have the stronger social justice infused curriculums.

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=Y3BzLmVkdXrY3xneDoyYjllNGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

Score

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

Teachers create curriculum maps that are vertically and horizontally aligned because teachers work in Grade level and content teams. The Language arts department utilizes the Collegeboard's Springboard curriculum for 9th through 12th grade, and this curriculum is developed to prepare students for success in advanced placement courses. We currently offer Advanced placement English Literature and Advanced placement English Language. Teacher teams work collaboratively to create authentic learning projects for the various grade levels, (Capstone projects grades 9 and 10, the History Fair project for grade 11 and the Fire project for grade 12.) We advocate a social justice curriculum, where social justice principles are infused into the lesson; however, because there is very little secondary level social justice curriculum, teachers find themselves developing their own curriculum by collecting materials from various resources, including guest speakers and teachers, etc. Teachers differ in their ability to develop these curriculums; currently science and social science have the stronger social justice infused curriculums. Technology is infused throughout the curriculum as we have dramatically increased the number of computers available to students.

Guide for Instructional Materials

Instructional materials (including technology) are.....

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

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Students have an opportunity to participate in rigorous authentic learning in the cross curricular grade level projects which have been developing and evolving of the years. Each year the teams refine the projects and student work samples have been steadily improving. Grade level teams and content teams regularly examine student work and share student progress information through Google Docs. All teachers have received common core training and the focus of instruction is college readiness as evidenced by our school's College enrollment and College continuance rates.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ Cross-section of student work from a variety of content areas✓ Observation of student learning (e.g. learning walks/walkthroughs)✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none">✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none">1d. Designing Coherent Instruction2b. Establishing a Culture for Learning3b. Using Questioning and Discussion Techniques3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

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

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Our mission, "All stakeholders- parents, staff, students, and community will ensure all students experience a rigorous academic program that prepares them to graduate and achieve their post-secondary plan. Our students will model the principles of Social Justice, preserve their cultural identity, and have a passion for peace, justice, and the dignity of all people," is the driving force for preparing our students. We want our students to choose post-secondary options and we work to prepare them to be successful in those options. What makes our school different is the strong message that students should and must return to their communities with their new knowledge to make life better for their families and their communities. We expose our students to post secondary options early through college tours, college fairs, and our partnership with Roosevelt's Upward Bound Program and Gear Up Program which are both housed on our campus. We also have built into the curriculum Senior Seminar which further prepares students and walks them through the college application, securing financing and transitioning to college process. We host multiple FAFSA Nights for parents and students so that students and parents can receive the needed support in applying for financial aid.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 **2** 3 4

- Most teachers incorporate essential questions into unit plans.
- All students have opportunity to demonstrate mastery of skills through cross curricular assignments such as the 9th and 10th grade capstone projects, 11th grade history fair, and 12th grade fire project.
- Many teachers infuse social justice principles which encourage students to think about their role in the community and to connect what they have learned to that community.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

We monitor the progress of all students in every grade level and Grade Level Teams work together to identify students who are struggling to successfully complete course requirements. The teams identify if the cause of student failure or lack of progress as either social emotional, needed academic support or a combination of both. Grade level teams monitor attendance and grades as well as works with the school dean to identify behavior issue trends, If the team feels the student is a Tier 2 or Tire 3, the student is referred to the school counselor and social worker for intervention. Students who were identified as high risk students also have a Personal Learning Plan which is monitored every five weeks. Tier 1 students' SEL needs are addressed during instruction. Because our curriculum infuses the Essential 7 Values of our school, teachers emphasize Excellence, Service, Honesty and Ownership, Prompt and Preparedness, Respect, Self-Discipline, and Unity in the lessons. These same principles are the basis of our Restorative Justice system within our school. aw well. Any time a student is guilty of an infraction, he is given the opportunity to be reflective of his actions and make restitution without punative results.

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

Score

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.

1 2 3 4

Our school shares a common grading scale and operate within close alignment of category weights. This is an area where we continue to struggle as some teachers place greater emphasis on categories that others do not put as much focus. Our goal is to agree upon alignment of category weights. Because we are a small school, often one teacher instructs all the students in a particular grade level content. As a result teachers do not collaborate as much on formative and summative assessments. Working in somewhat isolation is a weakness. We have made progress through sharing of assessment data through Google Docs. Teachers can now all see how students are performing on assessments in every content. As grade level teams they can also work collaborative to be mindful of the projects and assessments students are required to complete in other courses. Lastly, our across the curriculum writing project has also helped to improve alignment and expectations for writing proficiency in all courses. All teachers have agreed to teach the Perfect Paragraph format and argumentation.

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
Measures	✓ SQRP Attainment and Growth
	✓ Grade distribution reports (course success rates)
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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.

1 2 3 4

The students rated the school Strong on ambitious instruction and the importance of learning. However, as a staff we feel more of the work in compliance and completion than an actual intellectual investment in learning. Too often the teacher is more invested in the learning activities than the learners who are more spectators in the process. Some evidence that supports our belief that students are not as invested in the struggles we are experiencing with attendance. Too many lessons are teacher centered instead of student led.

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
Evidence	✓ 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

On the 5 Essentials survey the students rated the school strong on relational trust. This is most likely true because almost all teachers here are willing to go the extra mile to see students successful. There is also a tradition of siblings and other relatives attending the school, so teachers know the family and the parents and students trust their teachers. However, the teachers were neutral on collaborative environment The teachers also rated Teacher to Teacher trust as neutral. There has been some recent turnover where four founding teachers have moved on to career changes. The remaining staff and the teachers who have replaced those foundational teachers continue to struggle to re-establish the cohesiveness the staff may have once felt.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Though we are a small school, we offer a wide variety of extra-curricular activities through the programs shared on the campus such as team sports. We also have housed on our campus Enlace Chicago who works diligently to support extra-curricular programming for our school. We also have partnerships Gear Up, Roosevelt University, and After School matters. We offer seven advanced placement courses (A.P. English Literature, A.P. English Language, A.P. Spanish Language, A.P. Psychology, A.P. Art, A.P. Chemistry, A.P. Biology and opportunity to study A.P. Calculus at our sister school of Infinity Math and Science Academy. We offer a course for Academic Decathlon and this year our small team made it all the way to Illinois State Level competition. Students give back to the community through their involvement in environmental affiliations in the Little Village Neighborhood, the Recycling club and our annual service trip to New Orleans, Louisiana to help rebuild the homes of Katrina victims.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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

The majority of teachers were proficient or distinguished in classroom management (2c) on the REACH observations. Also in school misconduct is significantly lower than in previous years. With the implementation of the Restorative Justice program, students are given the opportunity to be reflective about their behavior, so we see fewer students repeating the same type of misconduct. Also because we publicly recognize students twice each year who exhibit the Essential 7 Values, student are more aware of their behavior. We did not rate a four because students said they did not feel safe on the 5 Essential survey. We are unsure if this is neighborhood safety or actually in the school.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 **3** 4

We have drastically reduced the number of Out of School suspensions and even In School suspensions since we began Restorative Justice practices. All teachers were trained on Restorative practices and we are using them in the school. We have not been able to implement Peace Circles and Peer Juries as we hope to do in the near future.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	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

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.

1 2 **3** 4

We have a very strong PAC/BAC and ALSC involvement in our school. Our PAC hosts elementary school parents, invites guest speakers like Alderman Munoz and Commissioner Garcia as well as provides instructional workshops on domestic abuse amongst teens, how to support students as they transition to college, etc. Parents in PAC attend field trips, enjoy evening social events to promote parent collaboration and support. Parents are also encouraged to volunteer for field trips, attend assemblies, evening musical performances, use the school facilities and participate in courses offered on our campus through Enlace Chicago,

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	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 0= Not of focus

2 Culture of & Structure for Continuous Improvement: Instructional Leadership Team

1	2	3	4	5	0
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2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊗
2	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊗
2	Expectations for Quality & Character of School Life: Culture for Learning	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: Aligned Resources	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊗
3	Expectations for depth & breadth of 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: Parent Partnership	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	⊗

Goals

Required metrics (Highschool)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
Goal to have 100% completion	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
We have not set a 2016/17 EPAS goal because the exams will be replaced by PARCC and SAT	29.00	(Blank)	0.00	0.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
We have not set a 2016/17 EPAS goal because the exams will be replaced by PARCC and SAT	(Blank)	(Blank)	0.00	0.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				

We have not set a 2016/17 EPAS goal because the exams will be replaced by PARCC and SAT	36.00	(Blank)	0.00	0.00
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English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We have not set a 2016/17 EPAS goal because the exams will be replaced by PARCC and SAT	(Blank)	(Blank)	0.00	0.00
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Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

We have not set a 2016/17 EPAS goal because the exams will be replaced by PARCC and SAT	(Blank)	(Blank)	0.00	0.00
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National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

We have not set a 2016/17 EPAS goal because the exams will be replaced by PARCC and SAT	18.00	(Blank)	0.00	0.00
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Freshmen On-Track Rate

Increase FOT to 95%. We selected this goal because we monitor freshman progress closely and put in interventions early enough to be able to reach the goal.	88.10	90.00	93.00	95.00
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4-Year Cohort Graduation Rate

Increase graduation rate to 85%. Our graduation rate has been increasing, though we do expect a decline this year with the class of 2016. This class has struggled all four years and their graduation rate will reflect that struggle with academic achievement. We have worked diligently to assist those students who could not fulfill graduation requirements within a four year period to transition to alternative high school completion programs.	80.20	81.60	83.00	85.00
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1-Year Dropout Rate

Reduce drop out rate to 1%	0.90	5.00	1.00	1.00
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College Enrollment Rate

Increase college enrollment rate to 75%	62.00	57.70	65.00	75.00
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College Persistence Rate

Increase college persistence rate to 75%	75.00	70.50	72.00	75.00
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Average Daily Attendance Rate

Increase daily attendance rate to 93%.	91.60	92.40	92.00	93.00
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

If we enhance each content's curriculum maps and units,

...then we see...

then we will see teachers planning and developing rigorous writing tasks and units aligned to Common Core State Standards.

...which leads to...






authentic student choice, student engagement increased student growth and attainment.

Tags:

Project-based learning, Curriculum, Common core, Assessments

Area(s) of focus:

1

Action step 	Responsible 	Timeframe 	Evidence for status 	Status 
1. Inventory each content teams' curriculum map.	ILT and individual teachers	Apr 8, 2016 to Aug 31, 2016	Meetings are progressing as planned	On-Track
Project-based learning, Curriculum, Feedback, Writing				
2. Analyze the data by grade to determine the writing tasks students are exposed to during school year. (What should students know and be able to do.)	ILT leads content teacher teams	Jun 10, 2016 to Aug 31, 2016	Completed surveys	Not started
Curriculum Design, Project-based learning, Writing				
3. Research CPS Literacy Framework 2.0 and PARCC assessment to determine scope and sequence	ILT	May 9, 2016 to Aug 22, 2016	ILT presentations to staff	Not started
Assessment, Curriculum Design, Project-based learning, Writing				
4. Compare our maps to CPS Literacy Framework and PARCC	ILT and individual teachers	Aug 24, 2016 to Aug 26, 2016	Completed Venn Diagrams	Not started
Curriculum Design, Writing				
5. Define what each content's writing focus will be.and establish sequence of focus. Design a grade level cross content writing project for second semester (Capstone and Fire Projects)	Teacher content and grade level teams	Aug 24, 2016 to Aug 26, 2016	Complete curriculum maps	Not started
Curriculum Design, Project-based learning, Writing, Curriculum maps				
6. Make adjustments on curriculum maps to fill gaps.	Content teacher teams	Aug 24, 2016 to Aug 29, 2016	Complete curriculum maps	Not started
Curriculum Design, Curriculum maps				
7. Curriculum maps are reviewed	Administration	Aug 29, 2016 to Sep 5, 2016	revised rubric for reviewing maps	Not started
Curriculum, Coaching				
8. Each content agrees to follow the writing focus with fidelity.	Content teams	select	Administration monitoring	Not started
Curriculum, Writing				
9. Develop a series of customized professional development (PLC's) for teachers to build/enhance capacity as writing instructors	Literacy team and ILT	Sep 12, 2016 to May 19, 2017	two writing workshops per year	Not started
Professional development, Writing, Coaching				

10. Develop a calendar to look at student writing.	ILT and Literacy Team	Aug 24, 2016 to Sep 9, 2016	Completed calendar	Not started
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Assessment, Feedback, Writing, Progress monitoring

11. Create rubrics and analyze writing assignments and student writing to provide feedback to teachers of any necessary changes in writing curriculum design or instruction	Content teams, ILT and Literacy team	Sep 26, 2016 to May 19, 2017	written feedback to teachers	Not started
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Writing, Progress monitoring

12. Monitor content writing assignments to assure scope, sequence and pacing are aligned to curriculum maps.	Administration	Sep 12, 2016 to May 19, 2017	Admin reports to content teachers	Not started
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Progress monitoring

13. Review student writing performance on PARCC, AP exams, and other assessments. Determine if there are required adjustments to curriculum	ILT and Literacy team	Jul 17, 2017 to Jul 28, 2017	Recommendations to staff	Not started
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Curriculum, Assessments, Progress monitoring

Strategy 2

If we do...

Organize and implement a restorative justice system in our school

...then we see...

Students and teachers facilitating and participating in, peer circles, restorative conferences, restorative actions, and giving back to the community

...which leads to...

Increased attendance. improved student behavior and time-on-task instruction, reduced rates of out of school and in-school suspension

Tags:

Climate and Culture, SEL, Restorative approaches, Restorative justice

Area(s) of focus:

2

Action step	Responsible	Timeframe	Evidence for status	Status
1. Survey staff, students, and administration about what has worked and challenges with current restorative justice implementation	SEL team	select	survey results	Not started

Climate and Culture, Restorative approaches, Student engagement, Staff

2. Visit local school who are following restorative justice practices	SEL team and administration	May 11, 2016 to May 25, 2016	Collected notes and resources	Not started
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Climate and Culture, Restorative approaches, Restorative justice, Best practice, Behavior supports;

3. create or purchase restorative justice curriculum to be used quarterly during advisory	Admin based upon SEL team recommendation	Jun 1, 2016 to Aug 19, 2016	Purchased or created curriculum	Not started
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Curriculum Design, Restorative justice, Best practice, Behavior supports;

4. Establish clear procedure for restorative process	SEL Team	Jul 1, 2016 to Sep 5, 2016	Inclusion in Staff handbook	Not started
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Climate and Culture, Restorative justice, Planning, Behavior

5. Establish recording system through Student Logger for participation and restorative processes	Admin	Mar 30, 2016 to Jun 30, 2016	Network has purchased Student Logger and some Restorative documents already uploaded	On-Track
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Data Use, Restorative justice, Behavior

6. Train all staff on procedures and process- how it will work via the advisory	SEL team	Aug 31, 2016 to Sep 2, 2016	Professional development	Not started
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Professional development, Restorative justice

7. PD for team (advisory teachers/students)	SEL team	Sep 14, 2016 to Sep 16, 2016	Professional development	Not started
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Professional development, Restorative justice

8. Train two staff members to run peer jury and peace circles.	SEL team	Jul 1, 2016 to Aug 31, 2016	Staff attends summer training	Not started
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Restorative approaches, Restorative justice, Student engagement, Management

9. Establish one advisory which will run peer jury during weekly advisory period	SEL team	Sep 7, 2016 to Sep 30, 2016	Advisory team will begin peer jury by October	Not started
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Restorative approaches, Student engagement, Management

10. Implementation of restorative justice program and training through advisory	SEL team	Sep 21, 2016 to Jun 23, 2017	Data collect through Student Logger	Not started
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Restorative justice, Student engagement

11. Monitor number and type of student infractions throughout the year	Dean and SEL team	Sep 7, 2016 to Jun 23, 2017	Data collected through Student Logger	Not started
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Restorative justice, Data analysis

12. Conduct midyear review of student discipline and attendance to compare with previous year's misconduct data	SEL team	Jan 16, 2017 to Jan 20, 2017	Data collect through Student Logger program	Not started
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Restorative justice, Data analysis

13. Mid year survey of students and staff to determine their satisfaction with or suggestions for improvements in the restorative justice plan	SEL team	Jan 6, 2017 to Jan 31, 2017	Survey data collected	Not started
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Restorative justice, Student engagement, Behavior, Data analysis

14. Make possible changes based upon survey results to improve the restorative justice program	SEL team	Feb 1, 2017 to May 26, 2017	Possible changes in procedures shared with staff and students	Not started
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Data Use

15. End of the year survey of students and staff to determine their satisfaction with or suggestions for improvements in the restorative justice plan	SEL team	Jun 1, 2017 to Jun 23, 2017	Survey data collected	Not started
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Restorative approaches, Student engagement, Behavior, Data analysis

16. Conduct end of the year review of student discipline and attendance to compare with previous year's misconduct data	SEL team	Jun 1, 2017 to Jun 23, 2017	Final report	Not started
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Restorative approaches, Restorative justice, Student engagement, Behavior, Data analysis

Strategy 3

If we do...

implement rigorous student-centered instruction aligned to the CCSS into our daily teaching

...then we see...

Students leading daily activities, participating in cooperative learning, and exhibiting mastery of challenging skills and content . Teachers will be lecturing less but will be facilitating and assessing the successful acquisition of course objectives.

...which leads to...

Increased engagement and authentic learning that is reflected in growth and attainment of CCSS standards reflected through their local and state assessment scores, improved grade point averages and increased continuance on to two and four year post secondary education

Tags:

Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
1. Teachers attend professional development that defines and present varied student-centered strategies.	ILT	select	4 Professional developments on instructional strategies delivered throughout the academic year	Not started

Professional Learning, Instructional practices, Professional development, Differentiated instruction, Instructional planning

2. Teachers review their unit and lesson plans to identify gaps in student-centered learning opportunities within their plans.	All instructors	Aug 31, 2016 to Sep 6, 2016	Revised unit maps	Not started
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Instruction, Differentiated instruction, Instructional materials, Instructional planning

3. By department teachers select one rigorous student-centered instructional strategy to implement first quarter and submit the strategy focus to administration.	content departments and administrative review	Sep 7, 2016 to Sep 9, 2016	submission of instructional focus to administration	Not started
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Instructional practices, Differentiated instruction, Cooperative learning

4. Teachers receive professional development on their selected strategy	ILT	Sep 14, 2016 to Sep 21, 2016	Delivered professional development	Not started
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Professional Learning, Professional development

5. Teachers have opportunity to have sheltered practice as they master the selected strategy	all instructors	Sep 7, 2016 to Sep 28, 2016	Teacher feedback surveys	Not started
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Professional Learning, Instructional practices

6. Teachers will be observed delivering the instructional strategy and receive constructive feedback	Internal Walk-through team	Oct 3, 2016 to Oct 14, 2016	Internal Walk-through team report	Not started
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Instructional practices, Classroom rigor, Observations

7. Master teachers in the selected strategy will be identified	Internal Walk-through team	Oct 17, 2016 to Oct 21, 2016	Mastered teachers identified and information made available all staff	Not started
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Instructional Coaching, Co-teaching

8. Teachers will be provided opportunity to observe and/or co-teach with master teachers.	Administration	Oct 17, 2016 to Nov 3, 2016	Observation schedule created	Not started
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Instructional Coaching, Co-teaching

9. Students will be surveyed to assess the impact of the strategy on their learning.	ILT	Oct 31, 2016 to Nov 3, 2016	Student survey data collected and analyzed	Not started
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Student engagement

10. By department teachers select another rigorous student-centered instructional strategy to implement second quarter and submit the selection to administration	content departments and administrative review	Oct 26, 2016 to Oct 28, 2016	submission of instructional focus to administration	Not started
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Instructional practices

11. Teachers receive professional development on their selected strategy	ILT	Nov 4, 2016 to Nov 4, 2016	Delivered professional development	Not started
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Professional development

12. Teachers have opportunity to have sheltered practice as they master the selected strategy	all instructors	Nov 7, 2016 to Nov 21, 2016	Teacher surveys	Not started
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Instructional practices, Differentiated instruction

13. Teachers will be observed delivering the instructional strategy and receive constructive feedback	Internal Walk-through team	Nov 21, 2016 to Dec 9, 2016	Internal Walk-through team report	Not started
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Professional Learning, Instructional Coaching, Classroom rigor

14. Master teachers in the selected strategy will be identified	Internal Walk-through team	Dec 12, 2016 to Dec 22, 2016	Mastered teachers identified and information made available all staff	Behind
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Instructional Coaching, Classroom rigor

15. Teachers will be provided opportunity to observe and/or co-teach with master teachers.	Asministration	Jan 9, 2017 to Jan 20, 2017	Observation schedule created	Behind
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Instructional Coaching, Classroom rigor

16. Students will be assessed and data will be collected to determine the impact of the instructional strategy.	ILT	Jan 30, 2017 to Feb 2, 2017	Student assessment data collected and analyzed	Behind
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Student engagement

17. Teacher showcase of rigorous student centered instructional strategies through video	ILT	Feb 3, 2017 to Feb 3, 2017	Teacher showcase at PD day	Behind
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Professional Learning

18. Repeat first semester activities.	ILT, all instructors, administration	Feb 6, 2017 to Jun 22, 2017	See above	Behind
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Core Instruction, Instructional Coaching, Instructional practices, Differentiated instruction, Instructional material, Cooperative learning, Classroom rigor, Co-teaching, Instructional planning, Data analysis

Action Plan

District priority and action step	Responsible	Start	End	Status
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<p>+ 1. Inventory each content teams' curriculum map. Tags: Project-based learning, Curriculum, Common core, Assessments, Project-based learning, Curriculum, Feedback, Writing</p>	ILT and individual teachers	Apr 8, 2016	Aug 31, 2016	On-Track
<p>+ 2. Analyze the data by grade to determine the writing tasks students are exposed to during school year. (What should students know and be able to do.) Tags: Project-based learning, Curriculum, Common core, Assessments, Curriculum Design, Project-based learning, Writing</p>	ILT leads content teacher teams	Jun 10, 2016	Aug 31, 2016	Not started
<p>+ 3. Research CPS Literacy Framework 2.0 and PARCC assessment to determine scope and sequence Tags: Project-based learning, Curriculum, Common core, Assessments, Assessment, Curriculum Design, Project-based learning, Writing</p>	ILT	May 9, 2016	Aug 22, 2016	Not started
<p>+ 4. Compare our maps to CPS Literacy Framework and PARCC Tags: Project-based learning, Curriculum, Common core, Assessments, Curriculum Design, Writing</p>	ILT and individual teachers	Aug 24, 2016	Aug 26, 2016	Not started
<p>+ 5. Define what each content's writing focus will be and establish sequence of focus. Design a grade level cross content writing project for second semester (Capstone and Fire Projects) Tags: Project-based learning, Curriculum, Common core, Assessments, Curriculum Design, Project-based learning, Writing, Curriculum maps</p>	Teacher content and grade level teams	Aug 24, 2016	Aug 26, 2016	Not started
<p>+ 6. Make adjustments on curriculum maps to fill gaps. Tags: Project-based learning, Curriculum, Common core, Assessments, Curriculum Design, Curriculum maps</p>	Content teacher teams	Aug 24, 2016	Aug 29, 2016	Not started
<p>+ 7. Curriculum maps are reviewed Tags: Project-based learning, Curriculum, Common core, Assessments, Curriculum, Coaching</p>	Administration	Aug 29, 2016	Sep 5, 2016	Not started
<p>+ 8. Each content agrees to follow the writing focus with fidelity. Tags: Project-based learning, Curriculum, Common core, Assessments, Curriculum, Writing</p>	Content teams			Not started
<p>+ 9. Develop a series of customized professional development (PLC's) for teachers to build/enhance capacity as writing instructors Tags: Project-based learning, Curriculum, Common core, Assessments, Professional development, Writing, Coaching</p>	Literacy team and ILT	Sep 12, 2016	May 19, 2017	Not started
<p>+ 10. Develop a calendar to look at student writing. Tags: Project-based learning, Curriculum, Common core, Assessments, Assessment, Feedback, Writing, Progress monitoring</p>	ILT and Literacy Team	Aug 24, 2016	Sep 9, 2016	Not started
<p>+ 11. Create rubrics and analyze writing assignments and student writing to provide feedback to teachers of any necessary changes in writing curriculum design or instruction Tags: Project-based learning, Curriculum, Common core, Assessments, Writing, Progress monitoring</p>	Content teams, ILT and Literacy team	Sep 26, 2016	May 19, 2017	Not started
<p>+ 12. Monitor content writing assignments to assure scope, sequence and pacing are aligned to curriculum maps. Tags: Project-based learning, Curriculum, Common core, Assessments, Progress monitoring</p>	Administration	Sep 12, 2016	May 19, 2017	Not started
<p>+ 13. Review student writing performance on PARCC, AP exams, and other assessments. Determine if there are required adjustments to curriculum Tags: Project-based learning, Curriculum, Common core, Assessments, Curriculum, Assessments, Progress monitoring</p>	ILT and Literacy team	Jul 17, 2017	Jul 28, 2017	Not started
<p>+ 1. Survey staff, students, and administration about what has worked and challenges with current restorative justice implementation Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Climate and Culture, Restorative approaches, Student engagement, Staff</p>	SEL team			Not started
<p>+ 2. Visit local school who are following restorative justice practices Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Climate and Culture, Restorative approaches, Restorative justice, Best practice, Behavior supports;</p>	SEL team and administration	May 11, 2016	May 25, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ 3. create or purchase restorative justice curriculum to be used quarterly during advisory</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Curriculum Design, Restorative justice, Best practice, Behavior supports;</p>	Admin based upon SEL team recommendation	Jun 1, 2016	Aug 19, 2016	Not started
<p>✚ 4. Establish clear procedure for restorative process</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Climate and Culture, Restorative justice, Planning, Behavior</p>	SEL Team	Jul 1, 2016	Sep 5, 2016	Not started
<p>✚ 5. Establish recording system through Student Logger for participation and restorative processes</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Data Use, Restorative justice, Behavior</p>	Admin	Mar 30, 2016	Jun 30, 2016	On-Track
<p>✚ 6. Train all staff on procedures and process- how it will work via the advisory</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Professional development, Restorative justice</p>	SEL team	Aug 31, 2016	Sep 2, 2016	Not started
<p>✚ 7. PD for team (advisory teachers/students)</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Professional development, Restorative justice</p>	SEL team	Sep 14, 2016	Sep 16, 2016	Not started
<p>✚ 8. Train two staff members to run peer jury and peace circles.</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Restorative approaches, Restorative justice, Student engagement, Management</p>	SEL team	Jul 1, 2016	Aug 31, 2016	Not started
<p>✚ 9. Establish one advisory which will run peer jury during weekly advisory period</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Restorative approaches, Student engagement, Management</p>	SEL team	Sep 7, 2016	Sep 30, 2016	Not started
<p>✚ 10. Implementation of restorative justice program and training through advisory</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Restorative justice, Student engagement</p>	SEL team	Sep 21, 2016	Jun 23, 2017	Not started
<p>✚ 11. Monitor number and type of student infractions throughout the year</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Restorative justice, Data analysis</p>	Dean and SEL team	Sep 7, 2016	Jun 23, 2017	Not started
<p>✚ 12. Conduct midyear review of student discipline and attendance to compare with previous year's misconduct data</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Restorative justice, Data analysis</p>	SEL team	Jan 16, 2017	Jan 20, 2017	Not started
<p>✚ 13. Mid year survey of students and staff to determine their satisfaction with or suggestions for improvements in the restorative justice plan</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Restorative justice, Student engagement, Behavior, Data analysis</p>	SEL team	Jan 6, 2017	Jan 31, 2017	Not started
<p>✚ 14. Make possible changes based upon survey results to improve the restorative justice program</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Data Use</p>	SEL team	Feb 1, 2017	May 26, 2017	Not started
<p>✚ 15. End of the year survey of students and staff to determine their satisfaction with or suggestions for improvements in the restorative justice plan</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Restorative approaches, Student engagement, Behavior, Data analysis</p>	SEL team	Jun 1, 2017	Jun 23, 2017	Not started
<p>✚ 16. Conduct end of the year review of student discipline and attendance to compare with previous year's misconduct data</p> <p>Tags: Climate and Culture, SEL, Restorative approaches, Restorative justice, Restorative approaches, Restorative justice, Student engagement, Behavior, Data analysis</p>	SEL team	Jun 1, 2017	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ 1. Teachers attend professional development that defines and present varied student-centered strategies. Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Professional Learning, Instructional practices, Professional development, Differentiated instruction, Instructional planning</p>	ILT			Not started
<p>✦ 2. Teachers review their unit and lesson plans to identify gaps in student-centered learning opportunities within their plans. Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Instruction, Differentiated instruction, Instructional materials, Instructional planning</p>	All instructors	Aug 31, 2016	Sep 6, 2016	Not started
<p>✦ 3. By department teachers select one rigorous student-centered instructional strategy to implement first quarter and submit the strategy focus to administration. Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Instructional practices, Differentiated instruction, Cooperative learning</p>	content departments and administrative review	Sep 7, 2016	Sep 9, 2016	Not started
<p>✦ 4. Teachers receive professional development on their selected strategy Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Professional Learning, Professional development</p>	ILT	Sep 14, 2016	Sep 21, 2016	Not started
<p>✦ 5. Teachers have opportunity to have sheltered practice as they master the selected strategy Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Professional Learning, Instructional practices</p>	all instructors	Sep 7, 2016	Sep 28, 2016	Not started
<p>✦ 6. Teachers will be observed delivering the instructional strategy and receive constructive feedback Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Instructional practices, Classroom rigor, Observations</p>	Internal Walk-through team	Oct 3, 2016	Oct 14, 2016	Not started
<p>✦ 7. Master teachers in the selected strategy will be identified Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Instructional Coaching, Co-teaching</p>	Internal Walk-through team	Oct 17, 2016	Oct 21, 2016	Not started
<p>✦ 8. Teachers will be provided opportunity to observe and/or co-teach with master teachers. Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Instructional Coaching, Co-teaching</p>	Administration	Oct 17, 2016	Nov 3, 2016	Not started
<p>✦ 9. Students will be surveyed to assess the impact of the strategy on their learning. Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Student engagement</p>	ILT	Oct 31, 2016	Nov 3, 2016	Not started
<p>✦ 10. By department teachers select another rigorous student-centered instructional strategy to implement second quarter and submit the selection to administration Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Instructional practices</p>	content departments and administrative review	Oct 26, 2016	Oct 28, 2016	Not started
<p>✦ 11. Teachers receive professional development on their selected strategy Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Professional development</p>	ILT	Nov 4, 2016	Nov 4, 2016	Not started
<p>✦ 12. Teachers have opportunity to have sheltered practice as they master the selected strategy Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Instructional practices, Differentiated instruction</p>	all instructors	Nov 7, 2016	Nov 21, 2016	Not started
<p>✦ 13. Teachers will be observed delivering the instructional strategy and receive constructive feedback Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Professional Learning, Instructional Coaching, Classroom rigor</p>	Internal Walk-through team	Nov 21, 2016	Dec 9, 2016	Not started
<p>✦ 14. Master teachers in the selected strategy will be identified Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Instructional Coaching, Classroom rigor</p>	Internal Walk-through team	Dec 12, 2016	Dec 22, 2016	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ 15. Teachers will be provided opportunity to observe and/or co-teach with master teachers. Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Instructional Coaching, Classroom rigor</p>	Asministration	Jan 9, 2017	Jan 20, 2017	Behind
<p>✦ 16. Students will be assessed and data will be collected to determine the impact of the instructional strategy. Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Student engagement</p>	ILT	Jan 30, 2017	Feb 2, 2017	Behind
<p>✦ 17. Teacher showcase of rigorous student centered instructional strategies.through video Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Professional Learning</p>	ILT	Feb 3, 2017	Feb 3, 2017	Behind
<p>✦ 18. Repeat first semester activities. Tags: Assessment, Instructional practices, Instructional materials, Student engagement, Assessment design, Instructional planning, Core Instruction, Instructional Coaching, Instructional practices, Differentiated instruction, Instructional material, Cooperative learning, Classroom rigor, Co-teaching, Instructional planning, Data analysis</p>	ILT, all instructors, administration	Feb 6, 2017	Jun 22, 2017	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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

Parents will have opportunity to review and have input on the Parent Involvement Plan through the monthly PAC meetings, and the parents on the Advisory Local School Council form a sub committee for development of the Continuous Improvement Work Plan.

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

Greater Lawndale High School for Social Justice traditionally holds the annual meeting in September at Back to School Night to inform parents of NCLB participation. We also have an active PAC/BAC. Parents are informed of all upcoming events through flyers, automated phone dialing, person to person phone calls and the school website Our Annual Principal meeting will be held on September 23, 2016. The Organizational meeting will also be held on September 23, 2016..

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

In our Back to School Night and State of the Schools Address meetings which are both held in September, parents will be informed of the curriculum goals, assessment tools to measure progress and how they can participate to support their child. Continuously throughout the year parents will be informed through the PAC/BAC meetings. In Grade Level Orientation, parents will receive information on the school's new Restorative Justice policy and plan for implementation.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The Parent Advisory Committee meets monthly for enrichment and to discuss suggestions to improve the academic progress of the students. Their suggestions are reported monthly at the Advisory LSC meetings and the ALSC votes to approve any of their recommendations. To expand input from community and organizations like Enlace and others, the school will invite these groups to participate in LSC, PAC and other school meetings.

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.

All students receive a copy of their state assessment performance. They are trained in understanding and interpreting their results. We also train parents on reading, interpreting and understanding state assessment performance data in workshops held throughout the year.

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.

We do not have any teachers who are not highly qualified; however, if we did have a teacher who was not highly qualified to teach a subject, we would definitely send the parent notification of the fact.

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.

At Back to School Night, at the State of the Schools Address meeting, PAC meetings, FAFSA Senior Night, conferences etc, parents receive training

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.

Our Parent Advisory Committee regularly meets and invites guest speakers to build parent capacity in supporting their children academically as well as socially and emotionally. PAC parents also attend various parent development workshops outside the school and parent Meet and Greet events to get more parents involved in the schools' activities.

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.

All teachers are required to keep phone contact logs with parents and have parent/ teacher conferences as necessary. Teachers receive professional development on interacting with parents and including them as part of the total educational plan for students.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

N/A, our school does not have any Head Start or Early Reading First Involvement.

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

All communications to parents both verbal and written will be communicated in both Spanish and English. PAC meetings and ALSC meetings have interpreters present to assist non English speaking parents. Parents will also receive a quarterly newsletter to inform them of upcoming events and other important information.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact

Complete

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

All teachers will be certified in the content area in which they teach

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.

There are two District dates for Report Card Pick Up where parents may conference with teachers. Those dates are November 10, 2016 and April 20, 2017. Parents can also conference with teachers on Back to School Night which will be held September 22, 2016. In addition parents have the opportunity to make an appointment to meet with teachers for conferences during the teachers' individual preparation time or during the common preparation time which is 1:30 to 2:20 daily. All a parent must do is call or email to make an appointment. If the student has an IEP meeting, the parent will be receive a ten day notification of the meeting.

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

Parents receive student progress reports or quarter grades every five weeks. Parents also have access to Parent Portal so that they can check their child's progress at will. Also parents of twelfth graders receive letters every five weeks if their child is not passing a course. The parents of twelfth graders receive certified notification letters at the semester is their child is not passing a course.

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

Parents can arrange conferences with teachers during teachers' preparation periods, particularly common planning period when all teachers are available at the same time. Parents may also contact teachers via email as teachers share their contact information on class syllabi. Parents may also contact the Main office to arrange contact with their child's teacher. Parents can meet with teachers before and after school if they may an appointment with the instructor.

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

Parents may arrange through the Main Office "Shadow Days" where they can follow their child throughout his day. Also on Back to School Night in September all parents have opportunity to follow a modified version of their child's school day to meet with all of his instructors and to review the course goals and activities. Parents are also encouraged to volunteer as field trip chaperons and attend musical productions, award assemblies, Nation Honor Society Induction and all other assemblies held at the school. The school will form a committee to investigate starting a Spanish National Honor Society chapter.

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

Parents receive phone calls from the attendance clerk, classroom teachers, counselor, case manager and the school dean to keep them abreast of their child's academic Social and emotional progress. Parents are encouraged to partner with the school to help their child be successful. Parents, if needed, come to attendance, IEP and behavior conferences to have input as a plan for success is developed.

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 receive phone calls from the attendance clerk, classroom teachers, counselor, case manager and the school dean to keep them abreast of their child's academic Social and emotional progress. Parents are encouraged to partner with the school to help their child be successful. Parents, if needed, come to attendance, IEP and behavior conferences to have input as a plan for success is developed.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students play a vital role in their success. Students will first be notified about any deficits in academic achievement, behavior or attendance. They will be a member of the team who creates the remediation plan. If they need to earn missing credits, they will enroll in online courses or Night school. If they are failing courses, they will attend after school tutoring for support.

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.

Parents are unable to plan until they receive the 2016-17 budget.

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.	\$ 813	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 400	.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)	\$ 278	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 250	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 200	.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.	\$ 200	.00
53510	Postage Must be used for parent involvement programs only.	\$ 100	.00
53306	Software Must be educational and for parent use only.	\$ Amount	.00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ Amount	.00

