



## 2016-2018 plan summary

### Team

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### Team meetings

Date	Participants	Topic
02/17/2016	ILT members	Establishment of Mission Statement

02/24/2016	ILT members, Daniel Zummo	Establishment of Vision Statement
03/02/2016	ILT Members	Review results of School Excellence Framework
03/08/2016	Charles Smith, Salvador Venegas, Erin Walker, Dana Zions	Prioritizing SEF categories
03/18/2016	Charles Smith, Erin Walker, Yvonne Mikesh	Parent Involvement Policy and Compact
03/09/2016	Charles Smith, Erin Walker, Sarah Dickinson, Alicia Gaynor, Salvador Venegas	Areas of Focus
03/23/2016	Alicia Gaynor, Kerrie Treacy, Dana Zions, Sarah Dickinson, Erin Walker, Michael Abeja, Charles Smith, Salvador Venegas	Action Steps and Strategies
03/30/2016	Gaynor, Treacy, Reza, Zions, Bustamante, Santin, Walker, Smith	Action Steps and Strategies
04/04/2016	C. Smith, J. Johnson, J. Thomas, W. E. Johnson, Chief Garcia-Sanchez	Review, Feedback Session
04/08/2016	ILT members, J. Johnson	Revision of Areas of Focus
04/13/2016	Charles Smith, Erin Walker	Alignment of SEF and Areas of Focus
04/14/2016	Charles Smith, Erin Walker	Alignment of SEF and Areas of Focus

## 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.

1 2 3 4

The Mission of Infinity High School is to develop 21st century innovators by providing a safe, supportive and challenging learning community.

Vision: Prepared by the Infinity experience, students are empowered to:

\*Become active and socially responsible leaders,

\*Excel in post secondary endeavors,

\*Navigate the evolving fields of Science, Technology, Engineering, Arts and Math.

As evidenced by the 5 essentials survey, our standing as EFFECTIVE LEADERS stands at STRONG - 61/100 Representing its aggregate performance across the 4 indicators: Program Coherence, Teacher-Principal Trust, Teacher Influence, Instructional Leadership. (District average is 55/100).

There is evidence of weekly grade level and department meetings, facilitated by teacher leaders. Meeting minutes and agendas include instruction, curriculum planning, assessments, diverse and English language learners, interventions and logistics.

Teachers and staff engage in ongoing professional development internally, in collaboration with the Network and District, BER, Illinois Writing Project, Illinois Administrator's Academy, Gear Up, University Partnerships.

Moving forward we see the need for more promotional branding of our shared vision.

### Guide for Leadership & Collective Responsibility

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

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

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

Score

1 2 **3** 4

ILT Effectiveness Rubric BOY composite score was 2.6 out of 4. Some of the instructional practices were calendared for semester 2. Completing this rubric at the mid-year point will impact scoring components. The areas identified for growth were Professional Learning, Cycle Calendars for instructional implementations and learning walks. ILT artifacts are accessible to all via Google Drive. Shared facilitation and continuing to progress monitor action items will be the team's focus moving forward.

## Guide for Instructional Leadership Team

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

- Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials: Instructional Leadership</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>B5. Supports Teacher Teams</li> </ul>

### Professional Learning:

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

Score

1 2 3 4

There is evidence of weekly grade level and department meetings, facilitated by teacher leaders. Meeting minutes and agendas include instructional best practices, curriculum planning, assessments, Diverse and English language learners, interventions and logistics.

Survey data shows that teachers feel the need to have more input on professional development topics and methods of delivery. Also, it is beneficial when there are hands-on learning opportunities for real time, strategic implementation. Moving forward, we will implement cycles of professional readings and discussions.

## Guide for Professional Learning

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

## Evidence, Measures, and Standards

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

### Aligned Resources:

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

### Score

1 2 **3** 4

Resources are aligned to best meet student needs. Text and materials are available for all students. There is alignment of resources between community partners such as Enlace, Alivio, Gear Up, Youth Guidance and Infinity. Informal data reflects a 90% teacher retention rate over the past 3 years. There is a interview team that vets potential candidates when vacancies arise. Extended day buckets are created for teachers and staff to support student learning through Achieve 3000, ACT prep, DynEd, after school tutoring, Engineering Club.

### Guide for Aligned Resources

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

## Evidence, Measures, and Standards

**EVIDENCE, MEASURES, AND STANDARDS**

Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
✓ Budget analysis and CIWP	
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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:**

**Score**

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.

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Data indicates that teachers are engaging in vertical and some horizontal alignment of curriculum between grade levels and departments according to respective standards. There is evidence of cross-curricular thematic planning and implementation of scope and sequence. Unit plans/assessments are housed Google Drive and assessed / revised on a quarterly basis in department meeting (peer feedback, modeling...). Evidence also shows that teachers are becoming more adept at incorporating real-world application in to their planning/execution. Diverse Learners, English Language Learners and Advanced Level learners are appropriately challenged through task modification and accommodation.

Moving forward, we will focus on attending professional development workshops aligned to improving student writing proficiency levels. Teachers will build their capacity on best practices for the implementation of EL literacy strategies. Also, staff will engage in professional learning cycles through observations focused on writing in the classrooms align to our school wide goal. Lastly, time and resources will be allocated toward cross-curricular planning on the use of common language for claim, evidence and justification of steps.

**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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

1 2 3 4

Teachers use a wide variety of instructional materials to engage all students. Some of these include teacher-created material, texts, multi-media, periodicals, technology, and hands-on manipulative materials. All students are given the appropriate resources to access learning materials. 5Essentials indicates that students feel their teachers are trust-worthy and responsive to their academic needs. There is a 95% rate of student-teacher trust. Students feel that the school has clear expectations for their success and that the instruction is ambitious and encourages students to build and apply knowledge.

Our aim is to continue encouraging teachers to be creative in their use and creation of instructional materials, while also giving them access to updated technology and software to support them (and our school mission). We will also focus additional resources on materials that will support our EL and DL populations.

## Guide for Instructional Materials

Instructional materials (including technology) are....

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning**

**and expression of knowledge.**

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
- Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

**Evidence, Measures, and Standards**

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

1 2 3 4

As a whole, teachers are encouraging students to support all of their work with evidence- from the text, from theory and research, and logical conclusion drawn from successful application of skills. Administration continues to monitor writing progress on a quarterly basis through the use of deep dives in to student work, and gap analysis (in alignment with the Illinois Writing Project guidelines) and creating action plans to address deficits. Within departments, teachers assess each other's work and offer suggestions for improving task complexity and student outcomes. This is done through the use DOK questioning techniques and peer cycles of improvement through learning walks.

We are moving towards a more balanced approach to addressing task complexity by creating structures that scaffold skills and support student understanding and the application of skills. This includes regular reflection on the cognitive demands asked of a given task (within department and grade levels) and appropriate revision.

There is still work to do around designing authentic tasks for real life application that includes opportunities for students to adequately critique themselves and revise accordingly. This will also include looking at student work samples. We are currently building a foundation for writing across the English and Social Studies content areas. Our action plan to address this area of focus includes the creation of cross-content learning tasks and projects to be implemented at every grade level.

As a school we are embarking on closing technology gap with course offerings that are aligned to CS4ALL - the Computer Science for All initiative. Our strategies include building teacher capacity on technology content in order to enhance the learning tasks within our Engineering, Science and Math curricula. The CS4ALL cohort 3 classes include Exploring Computer Science, Computer Science Principles, Advance Placement Computer Science and potentially Gaming.

**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-%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-%20%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Cross-section of student work from a variety of content areas</li> <li>✓ Observation of student learning (e.g. learning walks/walkthroughs)</li> <li>✓ Focus group(s) and discussions with students</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious instruction</li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2b. Establishing a Culture for Learning</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> </ul>
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> </ul>

### Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

Students are made aware of post secondary opportunities through individual planning sessions with the College & Career Coach and counselor. Transcript reviews are done with each Senior to ensure they are on-Track for graduation. FAFSA, grant and scholarship applications are completed with counseling department support staff. College tours with counselor, college & career coach, teachers, and partner organizations such as Gear Up, Upward Bound, occur throughout the school year. Our academic offerings include several college level dual credit courses. The collaborative work with the Illinois Writing Project will better prepare students to produce and access college level text.

The population of students we service includes a subset of undocumented students. This impacts our Enrollment (53.5%) and Persistence (71.4%) numbers. Staff members and some parents feel as though we could secure more career opportunities for students not attending college.

### Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted

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

## Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 **3** 4

## INSTRUCTION

Teachers report that their principal trusts his/her expertise. 5 Essentials Survey data indicates that 74% of the students feel challenged most of the time and 88% of them indicate that their classes "really make them think". Teachers engage in peer observations and feedback sessions twice annually, both within departments and grade levels. This data reveals that teachers are sometimes asking open ended questions and encouraging students to support their answers with evidence from the text.

Overall, REACH observations show that teachers are proficient in Questioning and Discussion techniques, but there is a wide range of scores with some outliers. According to the students, the quality of discussion over time (from 2012 to 2015) has risen to very strong (99%). In the previous two school years, our EPAS composite scores have averaged 1.85 points growth from SY2013-SY2015. Other growth and attainment measures used to monitor student progress are captured through interim & department generated assessments and reach performance tasks.

Moving forward, we will continue to prepare our teachers to effectively engage students through questioning and discussion, cognitively demanding tasks and further implementation of DOK questioning by teachers and students. Additionally, we will work on how to improve instruction so that students acquire a skill and then apply it to deeper understanding and thinking.

## Guide for Instruction

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

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

Score

1 2 3 4

#### MTSS

The PLP allows us to identify incoming students who have had previous academic and attendance struggles or those promoted with supports. Through strategic bi-quarterly monitoring and the use of Infinity's Student Intervention Log, we are able to track student progress on a consistent basis. The D & F report gives us an idea of where our students need additional support and what teachers might need help with interventions. Among teachers, there is a strong sense of collective responsibility for student development according to 5Essentials.

Our school attendance rate was 93.6% for SY 2014-15. We are working with ENLACE to reach out to those who are chronically truant and creating plans to improve student attendance. Grade levels work to ensure that students are on-track and prepared for the next course.

Thus far, our use of a formal MTSS process has been stymied by a lack of understanding of what it "looks like" at the high school level and how to effectively implement and track it school-wide. Our future plans include properly training several staff members on what effective MTSS looks like, then utilizing the turnkey delivery model with staff to implement behavioral, academic, social-emotional and attendance MTSS school wide.

### Guide for Multi-Tiered System of Support

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

### Evidence, Measures, and Standards

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

**Balanced Assessment & Grading:**

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

Score

1 2 3 4

School has an existing grading policy using a 10 point scale for grades A-F. Impact Gradebook is used for grading and tracking student work. All assignments are separated by categories (classwork, homework, projects, test, quizzes and some degree of participation).

Unit plans are vetted for summative assessments and evidence of formative assessment strategies. Course success rates are analyzed bi-quarterly by administrative team, teacher grading is progress monitored to ensure alignment of school practice. Student interventions and work sessions are then implemented to support learning.

Our goal is to increase writing opportunities within assessments for all grade levels. Moving forward we will focus on designing non-traditional, project based assessments that measure cross curricular learning standards.

**Guide for Balanced Assessment & Grading**

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.
  - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Improve and promote assessment literacy.
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:

- Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Examples of a variety of teacher created and teacher selected assessments</li> <li>✓ Units and lesson plans with formative and summative assessments embedded in a long term plan</li> <li>✓ Evidence of assessment data analysis for the purpose of planning</li> <li>✓ Assessment calendar</li> <li>✓ Examples of gradebooks</li> <li>✓ School's grading policy</li> <li>✓ Grade distribution reports (course success rates)</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a> <a href="#">1e. Designing Student Assessment</a> <a href="#">3d. Using Assessment in Instruction</a> <a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 3 4

High expectations are evident within observable teacher practices, standards and objective for learning tasks and some assessments. Teachers at Infinity create an atmosphere which exemplifies efficacy. An internal poll used to capture data for the school excellence framework identified this category as a 3.8 out of 4.

Outside of the classroom, our students are competing in citywide academic competitions such as Academic Decathlon, Aspen Challenge, Engineering and Robotics, Model UN.

We do feel there is room for growth in regards to this component, as much of the heavy lift for establishing our desired culture occurs during the freshmen transition period. SQRP data indicates we have attained the maximum gains for percentage of students earning a 3+ or early college credit (60%).

## 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	<ul style="list-style-type: none"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

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

### Score

1 2 **3** 4

Five Essentials survey indicates there is a high level of trust among students, teachers and administration. There are several partnerships that support students on campus with relational concerns which include but are not limited to Becoming a Man (BAM), Working on Woman (WOW) from Youth Guidance, Gear Up, Upward Bound, Enlace. Counselor is staffed and available to support and assist students.

There are formal (PLPs in CitySpan) and informal mentors within the school that check-in with students regularly. Interactions are individualized, appropriate, culturally respectful and contribute to students' academic and social development. Student - Teacher trust is very strong 95%, Teacher - teacher trust is very strong 86%, Teacher - Parent trust is strong, 73%. All data points are from SQRP.

## Guide for Relational Trust

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

- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

## Evidence, Measures, and Standards

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

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

The school offers a wide variety of extra curricular offerings ranging from athletics to social and academic clubs and honor societies. Students are encouraged to participate and create their own experiences. The Student Voice committee advocates for students in and out of the building and across campus. The Mikva Challenge allows students to be integral members of the political process.

The Five Essentials survey indicates that students feel we offer a strong supportive environment and that they feel comfortable with the adults in the building. 96% of students have completed the My Voice / My School survey over the past two years and, from that, we are able to discern that Student-Teacher trust is very strong at 95%. Teachers prioritize 1B (Knowledge of Students) - Framework for Teaching through the use of student interest inventory surveys and informal polls, then incorporate their findings within instructional planning and preparation.

Our challenge moving forward is to continue to offer rigorous, interesting coursework that aligns with our mission and vision while, at the same time, providing all students with the support they need to achieve success in and out of the classroom.

## Guide for Student Voice, Engagement, & Civic Life

### Students...

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



- Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.
- Consider how people in a democratic society effect change.
- Consider their roles and responsibilities as a member of the community.
- In high school, students are enrolled in Civics courses.

## Evidence, Measures, and Standards

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

### Safety & Order:

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

Score

1 2 **3** 4

Infinity students feel safe within the confines of our school. They feel most safe in the classrooms and transitioning through the hallways of our suite. School wide behavior expectations - BE READY - ( Respectful, Electronically aware, Attentive, Dressed for success, Yes; students are prepared) are communicated verbally by staff and posted visually in classes. 96% of teachers have a proficient or distinguished rating in CPS Framework for Teaching 2c. Managing Classroom Procedures and 2c. Managing student behaviors.

Because students feel less safe traveling to and from school, we have garnered the support of the District 10 - Ogden police department and safe passage community members. In addition, school administration and campus security have worked with CTA to streamline bus routes that service our student population.

### Guide for Safety & Order

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

## Evidence, Measures, and Standards

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

### Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

As a by product of Infinity's strong culture and climate, there are not many discipline issues resulting in suspensions (4.6 misconducts in SY2015-2016 according to Dashboard). Teachers uphold a respectful environment, model and reinforce BE READY behavior expectations with students. SEF informal staff survey reports that responses to misconducts are usually swift. Dean of students conduct problem solving conferences with students, teachers and parents. Lunch and after school working detention are hosted each week. These interactions are monitored through Student Intervention Log and communicated weekly to staff.

In the event misconducts trend upward, teachers have discussed creating a discipline team. There is a concern for the amount of instructional time missed due to tardies and absences, particularly for 1st period. Evidence of quantifiable data for this concern has yet to be compiled and analyzed.

### Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

### Parent Partnership:

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

Several forms of communication are used to connect parents to school. These occur in the form of newsletters, live and automated calls and letters to families. Communication can sometimes pose a concern due to the the language barrier. To combat this we provide translated communications in English and Spanish. There is a list of translators posted in the main office.

PAC and ALSC meetings are calendared monthly and routinely reach quorum. Bi-monthly Cafe Con EL Director meetings have engaged close to 10% of the students' parents. In an effort to facilitate two-way communication, parents have an opportunity to ask questions, discuss concerns and provide feedback directly to the Principal.

Parents are trained on how to monitor students progress through Impact Gradebook. The Counselor, College and Career Coach conduct FAFSA meetings. Teacher leaders host parents for Open House and grade level parent nights during Q1.

We also partner with Enlace, Upward Bound and Gear Up which offer a menu of activities for parents during and after school. For example, there are arts and crafts, computers, health awareness and fitness classes offered. Teachers and students design and conduct an annual International Fair and Health Fair for community members. We will continue to explore ideas on how to increase parent participation and engagement.

### Guide for Parent Partnership

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

### School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$

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
<b>My Voice, My School 5 Essentials Survey</b>				
Quantitative data from students, teachers and parents is collected annually using the 5 Essentials survey. This information will be used to create strategic plans for school improvement. Based on the previous year's results, 55% for Involved Families, we will focus our efforts on parental influence on decision making here at Infinity. These information exchanges and brainstorming sessions will occur at various parent, teacher and student meetings. Also, teacher leaders will have a voice in determining relevant professional development based on student and staff needs. Lead teachers will facilitate training when appropriate. This will address our Essentials area for Teacher Influence which was identified as neutral.	(Blank)	(Blank)	(Blank)	(Blank)
<b>National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
NA	57.00	(Blank)	0.00	0.00
<b>African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
NA	(Blank)	(Blank)	0.00	0.00
<b>Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
NA	57.00	(Blank)	0.00	0.00
<b>English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
NA	(Blank)	(Blank)	0.00	0.00
<b>Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
NA	(Blank)	(Blank)	0.00	0.00
<b>National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
NA	40.00	(Blank)	0.00	0.00
<b>Freshmen On-Track Rate</b>				
Freshmen on track will be monitored weekly. Teachers will hold tutoring sessions during lunch and after school. Bi-monthly Saturday Academy will take place to address academics for off-track students.	97.60	93.00	89.00	95.00
<b>4-Year Cohort Graduation Rate</b>				
Our graduation rate has been steady over the years. We hope to increase this with early detection for seniors who are off track and align individualized credit recovery and graduation plans. School counselor, college and career coach will lead these efforts.	92.30	91.30	93.00	95.00

**1-Year Dropout Rate**

We see dropout a NON-option. Home visits and conferences take place to ward off students desire to drop out. There are alternative education programs that students are made aware of through the counseling department. Each situation is unique and dealt with accordingly. We have an open return policy if, when a student chooses to return to Infinity.

2.10

4.00

1.90

1.90

**College Enrollment Rate**

There has been a gradual increase of seniors enrolling in college. We will continue with tours, visits, application completion and FAFSA meetings with students and parents.

51.90

53.50

55.00

57.00

**College Persistence Rate**

This is a growth area and will be even more difficult given that MAP grant funding will impact students returning to college. Conversations are in place with our counselors and college admissions directors.

54.30

71.40

75.00

76.00

**Average Daily Attendance Rate**

We have had an average daily attendance for the past 3 years of 93%. Incentives and protocols are in place to maintain these practices.

92.60

93.60

93.00

93.00

Custom metrics

0 of 0 complete

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

**Strategy 1**

If we do...

Teach Argumentative and Narrative writing using text based evidence

...then we see...

teachers using CCSS aligned standards and Illinois Writing Project resources to teach the writing process

...which leads to...

students mastering evidence based debates, engaging in expressive writing, and delivering college leveled writing tasks

Tags:

Instruction, Curriculum, 21st century skills

Area(s) of focus:

1

Action step

Implement professional learning cycles that include observations focused on gathering evidence of the writing process.

Responsible

Department  
Teachers

Timeframe

Dec 1, 2015 to  
Jun 1, 2016

Evidence for status

Collaboration between teachers during team meetings to analyze student writing samples.

Teachers engaging in feedback discussions focused on how to improve and increase opportunities for writing in their classes.

Writing tasks evidenced in unit plans.

Status

On-Track

**Professional Learning, Teacher Teams/Collaboration, Cycles of professional learning, Writing**

ELL instructional strategies for reading and writing will be embedded within teaching practices

EL Program Teacher  
Department Chairs

May 1, 2016 to  
Jun 30, 2018

All unit plans will have WIDA standards embedded within planning and preparation.  
  
ELPT will attend grade level meetings monthly to collaborate on supports for English Language Learners.  
  
English and ESL teachers will secure training on use of the SIOP model.

Not started

**Instructional practices, Core, EL, Writing**

Teachers will attend Writing Professional Development

SS Dept. Chair  
ELA Dept Chair

Jun 1, 2016 to  
Aug 31, 2016

Department chairs will facilitate monthly meetings with peers on using and integrating a common language for writing across the curriculum (evidence in agendas).  
  
Quarterly meeting with principal to review progress towards school-wide goals.

Not started

**Cycles of professional learning, Curriculum**

Cross-curricular planning on use of common language for claim, evidence, justification of steps

ILT members  
Grade Level chairs

Feb 1, 2017 to  
Jun 30, 2018

Data tables of cross-curricular language used in classrooms.  
  
Student projects will reflect the use of cross-curricular common language assessed by the data table rubric.

Not started

**Curriculum, Academics, Aligned resources**

**Strategy 2**

If we do...

Provide students with cognitively challenging tasks

...then we see...

teachers will generate cross content learning projects and computer science integrated tasks

...which leads to...

students artifacts that reflect application of acquired knowledge and skills for 21st Century real world situations

Tags:

Technology, Project-based learning, 21st century skills, Cognitive demand

Area(s) of focus:

2

Action step ?

Teachers will engage in professional development around increasing rigor in student learning tasks

Responsible ?

Charles Smith  
Erin Walker

Timeframe ?

Nov 13, 2015 to  
Jul 1, 2018

Evidence for status ?

Assessments, learning tasks, projects, labs aligned with Depth of Knowledge (DOK) level 3/4 activities.

Status

On-Track

**Instruction, Core, Cognitive demand, Depth of knowledge**

Cross content, project based learning tasks will be facilitated by teachers and presented by students.

Department and Grade Level teachers.

Jun 1, 2016 to Jun 30, 2018

At least 2 teachers will pair up to design and develop essential questions around a thematic project each semester.  
  
Students lead collaborative group work, TDQs, labs, Socratic seminars, presentations, lessons evidenced through classroom observations.  
  
Also, it will be evidenced by student presentations at our International fair, health fair, UN Summit research papers.

On-Track

**Project-based learning, Student tasks**

Engage in CS4ALL trainings in August 2016. Roll out a series of computer science classes beginning in 2016-2017.

Erin Walker  
Victor Yu

Aug 1, 2016 to Jun 30, 2018

Establish a plan for professional development and secure resources through CS4ALL and other external partners; Integration of computer science principles into the curriculum;

Behind

**Computer Science, 21st century skills, Cognitive demand**

Infinity will establish a vertically aligned computer science curriculum;

Principal, Computer Science Team, Campus Scheduler

Jan 1, 2017 to Apr 14, 2017

Linear course offerings for student exposure to the field of computer science;

Not started

**Computer Science, Curriculum, Stem**

**Strategy 3**

If we do...

...then we see...

...which leads to...

Create an environment of ongoing adult learning focused on Multi-Tiered Systems of Support

consistent progress monitoring and evidence interventions being implemented for students that need supports beyond Tier 1

struggling students achieving desired outcomes through systematic supports

Tags: MTSS, Professional Learning, Data Use, Social emotional, Behavior supports, Academic supports

Area(s) of focus: 3

**Action step**

**Responsible**

**Timeframe**

**Evidence for status**

**Status**

1. Teachers will seek and attend professional development about the implementation of MTSS at the high school level.

Case Manager, Grade Level Leads

Jul 1, 2016 to Aug 26, 2016

Grade Level leads and Case Manager will attend training and deliver best practice strategies for MTSS to staff during grade level, ILT and on quarterly school improvement professional development days. Agendas will reflect delivery of MTSS content.

Not started

**MTSS, Professional development, Coaching**

2. Develop and finalize an electronic progress monitoring tool to track Tier 2 and 3 interventions

Assistant Principal, Technology support staff

Aug 29, 2016 to Sep 2, 2016

Regular review of evidence for aligned supports that are specific to student needs for academics, attendance, behavior and social emotional learning.

Not started



**Aligned resources, Progress monitoring, Data tracking**

3. Leads will introduce and maintain a formalized system for MTSS.	Grade Level Leads, Case Manager	Sep 12, 2016 to Jun 30, 2018	<p>The evidence includes a comprehensive progress monitoring system for struggling students at each grade level.</p> <p>Using multiple data points, we will track interventions and make decisions on future supports beyond Tier 1.</p>	Not started
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**Data Use, Data analysis**

4. Establish an SEL team dedicated to addressing students' social emotional needs	Counselor, Youth Guidance, External partners	Nov 4, 2016 to Jun 29, 2018	<p>Youth Guidance will service selected groups of students in weekly BAM and WOW sessions. Counselor will act upon student referrals and track interventions / outcomes via a locally maintained, secure staff document.</p>	Not started
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**Social emotional, Partnerships, Counseling**

5. Establish a culture and climate team to address school wide behavior expectations	Dean of Students, Culture & Climate Team Principal	Apr 14, 2017 to Jun 29, 2018	<p>Annual town hall assembly with each grade level to communicate school wide expectations. Posted and clearly communicated school wide behavior expectations.</p> <p>Quarterly rewards and immediate consequences will be implemented aligned to student academic, attendance and behavior actions.</p>	Not started
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**Behavior and Safety, Climate and Culture, Accountability**

**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>➤ Implement professional learning cycles that include observations focused on gathering evidence of the writing process.</p> <p>Tags: Instruction, Curriculum, 21st century skills, Professional Learning, Teacher Teams/Collaboration, Cycles of professional learning, Writing</p>	Department Teachers	Dec 1, 2015	Jun 1, 2016	On-Track
<p>➤ ELL instructional strategies for reading and writing will be embedded within teaching practices</p> <p>Tags: Instruction, Curriculum, 21st century skills, Instructional practices, Core, EL, Writing</p>	EL Program Teacher Department Chairs	May 1, 2016	Jun 30, 2018	Not started
<p>➤ Teachers will attend Writing Professional Development</p> <p>Tags: Instruction, Curriculum, 21st century skills, Cycles of professional learning, Curriculum</p>	SS Dept. Chair ELA Dept Chair	Jun 1, 2016	Aug 31, 2016	Not started
<p>➤ Cross-curricular planning on use of common language for claim, evidence, justification of steps</p> <p>Tags: Instruction, Curriculum, 21st century skills, Curriculum, Academics, Aligned resources</p>	ILT members Grade Level chairs	Feb 1, 2017	Jun 30, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Teachers will engage in professional development around increasing rigor in student learning tasks</p> <p>Tags: Technology, Project-based learning, 21st century skills, Cognitive demand, Instruction, Core, Cognitive demand, Depth of knowledge</p>	Charles Smith Erin Walker	Nov 13, 2015	Jul 1, 2018	On-Track
<p>✦ Cross content, project based learning tasks will be facilitated by teachers and presented by students.</p> <p>Tags: Technology, Project-based learning, 21st century skills, Cognitive demand, Project-based learning, Student tasks</p>	Department and Grade Level teachers.	Jun 1, 2016	Jun 30, 2018	On-Track
<p>✦ Engage in CS4ALL trainings in August 2016. Roll out a series of computer science classes beginning in 2016-2017.</p> <p>Tags: Technology, Project-based learning, 21st century skills, Cognitive demand, Computer Science, 21st century skills, Cognitive demand</p>	Erin Walker Victor Yu	Aug 1, 2016	Jun 30, 2018	Behind
<p>✦ Infinity will establish a vertically aligned computer science curriculum;</p> <p>Tags: Technology, Project-based learning, 21st century skills, Cognitive demand, Computer Science, Curriculum, Stem</p>	Principal, Computer Science Team, Campus Scheduler	Jan 1, 2017	Apr 14, 2017	Not started
<p>✦ 1. Teachers will seek and attend professional development about the implementation of MTSS at the high school level.</p> <p>Tags: MTSS, Professional Learning, Data Use, Social emotional, Behavior supports, Academic supports, MTSS, Professional development, Coaching</p>	Case Manager, Grade Level Leads	Jul 1, 2016	Aug 26, 2016	Not started
<p>✦ 2. Develop and finalize an electronic progress monitoring tool to track Tier 2 and 3 interventions</p> <p>Tags: MTSS, Professional Learning, Data Use, Social emotional, Behavior supports, Academic supports, Aligned resources, Progress monitoring, Data tracking</p>	Assistant Principal, Technology support staff	Aug 29, 2016	Sep 2, 2016	Not started
<p>✦ 3. Leads will introduce and maintain a formalized system for MTSS.</p> <p>Tags: MTSS, Professional Learning, Data Use, Social emotional, Behavior supports, Academic supports, Data Use, Data analysis</p>	Grade Level Leads, Case Manager	Sep 12, 2016	Jun 30, 2018	Not started
<p>✦ 4. Establish an SEL team dedicated to addressing students' social emotional needs</p> <p>Tags: MTSS, Professional Learning, Data Use, Social emotional, Behavior supports, Academic supports, Social emotional, Partnerships, Counseling</p>	Counselor, Youth Guidance, External partners	Nov 4, 2016	Jun 29, 2018	Not started
<p>✦ 5. Establish a culture and climate team to address school wide behavior expectations</p> <p>Tags: MTSS, Professional Learning, Data Use, Social emotional, Behavior supports, Academic supports, Behavior and Safety, Climate and Culture, Accountability</p>	Dean of Students, Culture & Climate Team Principal	Apr 14, 2017	Jun 29, 2018	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

## NCLB Program

### NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

### Parent Plan

### Parent Involvement Policy

Complete

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

Infinity's ALSC and PAC will hold monthly meetings to communicate regarding parent involvement policy and school improvement plans. During these meetings, parents will be made knowledgeable of the NCLB, Title I, school strategic priorities and will have the opportunity to offer feedback for adjustments and improvements to the Parent Compact. The general public will also have access through published invitations to these meetings. While reviewing and progress monitoring the goals of the CIWP, parent feedback will be utilized in plans.

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

The Title I annual informational meeting was held on September 20, 2016. The annual PAC organizational meeting will be held October 28, 2016 to elect parent members, inform them of NCLB budget and Title 1 programs. Infinity will conduct additional parental involvement meetings monthly. These meetings will be announced in advance with a full agenda posted in the front lobby of the campus. Calls will be made to solicit parent involvement. A calendar of meeting dates will be made accessible during quarter 1. Parents will be encouraged to attend PAC informational, organizational meetings and provide feedback during designated time.

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

Parents will be informed of our Title I program during orientation and open house both during the summer and in quarter 1. Class curricula will be shared & explained via syllabi and/or course descriptors along with grading criteria. Progress reports will be distributed every 5th week. Report cards will be distributed quarterly. Parent teacher conferences will be held during report card pick-up during quarters 1 and 3; grades will be sent home with students at the conclusion of quarters 2 and 4.

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.

Infinity will immediately respond to parent requests for decisions on the education of all learners. These will first be done in person whenever possible, and when not, via phone call and emails and letters. All school staff will initiate and be open to 2-way communication with parents and students to ensure a team approach is taken for student achievement.

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.

Parents will be given assessment performance data immediately after results are posted and shared by the state and district. Infinity's Guidance Counseling Department will share next steps for students pertaining to assessment results, course offerings and how to secure social emotional, attendance and academic resources for whole child improvement.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

The Administrative team will follow procedures outlined by the State of Illinois and CPS. Every effort will be made to hire "highly qualified" teachers. However, in the event that an employee is not, we will send official communication to the parents of affected students informing them of the teacher's credentials. Infinity will continue to search and secure highly qualified staff during this interim.

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.

Infinity will build parent capacity by having collaborative conversations around Common Core and REACH standards as well as familiarize them with state and district assessments including alternate assessments for diverse learners; parents will be offered training on how to use the parent portal to monitor student progress. Parents will also be made knowledgeable of the school's shift toward a balanced assessment system focused on standards based grading.

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.

Parents will be made aware of resources available to assist in their child's academic achievement during ALL points of contact: parent conferences, report card pick-ups, emails, phone calls, newsletters and via the school website. In our main office, parents can also find literature on academics, social emotional topics, community resources and events. We will readily provide parents with flyers, brochures and materials from our counseling department and community agencies that partner with Infinity.

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.

Teachers will use call logs, intervention and remediation plans to communicate learning targets and academic expectations for students. Staff will solicit student information through interest inventory surveys on learning styles in order to best educate children. Staff will regularly access SIM and emergency forms to contact parents and build relationships with families.

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.

Increased efforts will be made to integrate parent activities and high school orientation meetings. Infinity will conduct school investigation days. Counselors will hold articulation meetings at elementary schools to encourage participation in Freshman Connection prior to entering high school. College and Career Coach will facilitate quarterly meetings to inform students and parents on post secondary options.

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.

Regular mailings will be sent home with information concerning parent programs, meetings and activities. Automated and live calls will be made to inform parents of upcoming events. Written communication will be sent home in English and Spanish. There is an available list of translators accessible in the main office. The Principal will employ flexible meeting times to accommodate parents whose schedules conflict with school hours.

#### 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.)

The Mission of Infinity High School is to develop 21st century innovators by providing a safe, supportive and challenging learning community. We will provide our teachers with high quality professional development designed to enhance teaching and improve student outcomes. Additional SEL training will be offered to address the social emotional needs of our students. Infinity promotes a familial atmosphere for all students while assisting them in establishing life-long goals.

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.

Parent teacher conferences will be held during Report Card pick-up at the conclusion of Quarter 1 (November) and Quarter 3 (April). Parents will meet grade level teachers in designated classes on the first floor to discuss academic progress.

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

Every 5th week, parents and students will be provided with progress reports with grades and attendance for every class. Parents can log into the CPS Impact Website, after securing training, to monitor their child(s) academic progress using Parent Portal.

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

The school website will enable parents to communicate directly with the classroom teachers. Parents will have access to staff during two report card pick-up conference days, and by appointment during the school year. Teachers will be available for conferences during freshman orientation and open house. Teachers will use 2-way call logs and email to regularly build relationships with parents and update them on student progress as needed.

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.

All parents are encouraged to assume a role as active in their child's learning process and social-emotional development with a supportive presence and through volunteering. Infinity will provide opportunities for parents to shadow their child during the school day including assisting in the classrooms, monitoring cafeteria and hallways, serving as translators, chaperoning field trips, and assisting with student projects, athletic and special events.

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

Parents will regularly attend their child's IEP meetings, parent-teacher and goal setting conferences and they will monitor student progress via IMPACT Parent Portal. Parents will be involved in forums, ALSC meetings and complete surveys that will be used to guide general school improvement. Parents will support teachers and administration in monitoring successful completion of academic assignments done at and away from school. Parents will ensure that their child's attendance is consistent and aligned with the school-wide attendance goal.

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

Parents will regularly attend their child's IEP meetings, parent-teacher and goal setting conferences and they will monitor student progress via IMPACT Parent Portal. Parents will be invited to individual parent-student-teacher meetings if concerns arise. Parents will support teachers and administration in monitoring successful completion of academic assignments done at and away from school. Parents will see to it that their student attendance is aligned with the the Infinity's school-wide attendance goal.

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 will regularly self-monitor their progress through the use of IMPACT Parent Portal and teacher check-ins. Infinity students will be accountable for their achievement. Their learning foundation will be embedded in exemplary attendance. Student academic success will come from being prepared for class with all required materials. Student success will be measured against high expectations.

**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.

Goals: Provide training, support, workshops for parents of each grade level monthly. Primary goal is to facilitate strategies to improve student achievement: Topics include: Parent Portal; college access and opportunity; FAFSA information; ELL/DL training and support; 9th grade transition; articulation meetings with elementary school parents; Immigration Issues; Health and Wellness topics; Meetings provided each month. Funding is provided to help facilitate these meetings and provide access and opportunity for our school's parents to attend and participate.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**  
52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-

\$	0	.00
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Instructional pay rate applies.

53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	521	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	0	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	0	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	1447	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	450	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	0	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	0	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	0	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	0	.00