



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/04/2016	C. Alvidrez, L. Celso, E. Gonzalez, P. Gonzalez, B. Swenson	Family and Community Engagement - SEF
03/24/2016	L. Guzman, A. Kuritzky, H. Roan, N. Kravis, L.Guzman, B. Swenson	Culture of & Structure for Continuous Improvement - SEF
03/30/2016	Sinclair Campus Teachers	Expectations for depth & breadth of Student Learning - SEF
03/31/2016	Second Chance Teachers	Expectations for depth & breadth of Student Learning - SEF

04/06/2016	Sinclair Campus Teachers	Expectations for depth & breadth of Quality Teaching
04/07/2016	Second Chance Teachers	Expectations for depth & breadth of Quality Teaching
04/22/2016	Support Staff	Culture/Climate and Family and Community Engagement

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

- 95.8% of teachers completed the 5 Essentials Survey; teachers identified their leadership performance as strong; the program performance as very strong; teacher-principal trust as strong; and their influence on school policies and practices was neutral. Although this last section was neutral due to questions about influence over how discretionary funding should be spent, high percentages of teachers agreed that they had influence or a great deal of influence over the content of in-service programs, establishing the curriculum and instructional program, and over setting standards for student behavior.

Five Essentials:

Program Coherence - 97

Effective Leaders - 76

Collaborative Teachers - 88

- On the Instructional Leadership portion of the 5 Essentials Survey, teachers rated the school leadership team as very strong. They also rated their collaborative practices as strong and their collective responsibility as very strong.
- Principal and administration team establish a culture of success aimed at graduation and post-secondary enrollment.
- Principal and administration team promote quarterly career days and post-secondary campus visits.
- Principal and administration team establish a culture of student success through building relationship with students while creating a respectful and safe environment.
- Principal and administration team create a professional learning system that evaluates teacher need and interest through the beginning of the year survey and collaborative, teacher-led PD. Separate PD paths for each campus throughout the year provide evidence that varying needs are met.
- Teachers are invested in the success of the school as evidenced by participation of all teachers on a Teacher Team and Data Team. The ILT is a selection of teachers from both campuses.
- Teacher voice through comment and opinions is encouraged at weekly staff meetings.
- Small, tight-knit faculty ensures consistent leadership opportunities for all staff members.
- Data teams are facilitated or co-facilitated by a teacher leader.

Guide for Leadership & Collective Responsibility

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

- Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Five Essentials:
 Instructional Leadership - 89
 Effective Leadership - 76
 Collaborative Teachers - 88

CPS Framework for Teaching:
 4a. Reflecting on Teaching and Learning - 58.82% Distinguished
 23.53% Proficient

- The ILT has a full range of knowledge because participants are chosen from all subject areas, as well as from general education and special education.
- The ILT analyzes new test data - STAR, REACH PTs, ACT - when available.
- The ILT gathers data from students, teachers, and test scores to determine annual ILT focus. Their work has resulted in a Unit Plan Template and rubric developed to support backwards, common core aligned unit plans as well as their colleagues performance/practice in Domain 1 of REACH.
- The ILT leads professional development (workshops, protocols, etc.) to facilitate teacher learning and improve instructional practice.
- The ILT facilitates teacher-led PD and collaborative sharing in areas such as: engaging students in learning, questioning and discussion techniques, universally designed assessments, and disciplinary literacy.

Guide for Instructional Leadership Team

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

- Celebrate small wins and improvements.
- Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

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

Professional Learning:

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

SQRP Attainment and Growth:

% Meeting Personal Growth Target on STAR Reading - 75.2%

% Meeting Personal Growth Target on STAR Math - 56.8%

Five Essentials:

Collaborative Teachers - 88

Effective Leaders - 76

CPS Framework for Teaching:

4a. Reflecting on Teaching and Learning - 58.82% Distinguished
23.53% Proficient

- Annually, the school has a focused plan for whole staff professional development aligned to staff agreed upon priorities and STAR growth goals.
- School-wide structures ensure that professional development is on-going, job embedded and relevant to teachers.
- Staff indicates that the school is improving through peer-led professional learning, focus on understanding by design planning, and disciplinary literacy instruction.
- Teachers meet weekly to discuss instructional strategies and to design incentives to motivate students.
- The school staff meets weekly to discuss school growth goals, and strategizes on how to achieve them.
- Professional Development is teacher led and teachers share best practices in the classroom.
- Teachers have engaged in cross-curricular planning to engage the students and increase rigor.
- Teachers have developed protocols or processes to facilitate shared learning in the area of assessments.
- Teacher teams are inclusive/collaborative- general and special education specialists.
- Data teams are held bi-weekly, and are teacher-led.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.

- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

1 2 3 4

Five Essentials:
 Collaborative Teachers - 88
 Effective Leaders - 76

CPS Framework for Teaching:
 4a. Reflecting on Teaching and Learning - 58.82% Distinguished
 23.53% Proficient

- School allocates discretionary spending to align with identified needs and strategic priorities.
- Teachers are given discretion in purchasing resources for their class/program.
- The school actively identifies and pursues opportunities for outside funding or community partnerships to help meet student and staff needs: Target Grants, Oppenheimer Teacher Incentive Grant, Donors Choose, and District grant applications.
- The dollars go to supplies, materials, texts, technology, etc.
- Grade/courses offered require a staff with multiple certificates in order to meet the needs of all students.
- Hiring his conducting after an assessment of the budget and student needs are assessed.
- Hiring includes an interview process and classroom lesson demonstration and/or portfolio submission to assess candidate expertise, philosophy, and commitment.
- The majority of staff have multiple endorsements to fill in the gaps and meet the needs of students.
- The longer school day schedule provides a "right fit" schedule based on student needs, school-wide growth goals, and CPS mandates. The schedule with 90 minute blocks is ideal for students to get credits they need in a shorter amount of time.
- A partnership with "Literature for All of Us" provides weekly opportunities for common planning and teacher team meetings and data team meetings.
- 100% of the school day is dedicated to plan/instruction.
- Students receive interventions during scheduled "Not Yet Days", pull out instruction in Wilson Reading, online classes, etc. Students receive minutes with social worker as per IEP.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 **3** 4

SQRP Attainment and Growth:

% Meeting Personal Growth Target on STAR Reading - 75.2%

% Meeting Personal Growth Target on STAR Math - 56.8%

Five Essentials:

Ambitious Instruction - 69

Effective Leaders - 76

Collaborative Teachers - 88

CPS Framework for Teaching:

3a. Communicating with Students - Distinguished - 33.33% ; Proficient - 44.44%

3c. Engaging Students in Learning - Distinguished - 50%; Proficient - 33.33%

1a. Demonstrating Knowledge of Content and Pedagogy - Distinguished - 38.89%; Proficient -

1d. Designing Coherent Instruction - Distinguished - 50.05%; Proficient- 27.78%

-All teachers align their units of instruction to the standards. All teachers also include literacy standards including non-core subjects.

-The ILT developed a unit plan format that ensures alignment to Common Core and accompanying unit plan rubric. This has led to an increased number of Proficients and Distinguished in Domain 1 of REACH.

-Core classes are co-taught and Universal Design is consistently used in classes.

-Backward planning of unit plans ensures meaningful assessments and instruction.

-Teachers develop curriculum that engages all types of learners: (diverse learners, advanced learners, ELLs).

- Teachers continue to incorporate complex texts, as well as, increasing the use of informational texts across all subject areas per CCSS recommendations.

- Teachers adopt literacy strategies developed by the data team to help students achieve gains in the STAR Reading Assessment.

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=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

Score

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)

1 2 3 4

SQRP Attainment and Growth:

% Meeting Personal Growth Target on STAR Reading - 75.2%
 % Meeting Personal Growth Target on STAR Math - 56.8%

Five Essentials:

Ambitious Instruction - 69
 Supportive Environment - 66

CPS Framework for Teaching:

1a. Demonstrating Knowledge of Content and Pedagogy - Distinguished - 38.89%; Proficient - 55.56%
 1b. Demonstrating Knowledge of Students - Distinguished - 44.44% ; Proficient - 55.56%
 1c. Selecting Learning Outcomes - Distinguished - 50.00% ; Proficient - 27.78%
 1d. Designing Coherent Instruction - Distinguished - 44.44% : Proficient - 38.89%

- Special Education Teachers modify the instructional materials to meet the needs of the special education students.
- Instructional materials are aligned with CCSS
- Teachers supplement their textbooks with other standard aligned materials.
- Teachers use supplemental learning programs such as Khan Academy to help struggling students access key Math concepts.
- Fueled online learning is purchased to support credit recovery and credit acceleration for all learners.
- Teachers use websites, such as newsela and quizlet for leveled readings, instruction and assessment.
- Teachers use videos to supplement learning goals (i.e math concepts, music, instrument demo videos, case study videos, etc.)
- Use of Chrome books, iPads, laptops & desktops to research & write assignments.
- ILT implemented an assessment protocol wherein teachers provide feedback on making assessments accessible to all learners.

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating Knowledge of Content and Pedagogy 1.b. Demonstrating Knowledge of Students 1.c. Selecting Learning Objectives 1.d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1 2 3 4

SQRP Attainment and Growth:

% Meeting Personal Growth Target on STAR Reading - 75.2%

% Meeting Personal Growth Target on STAR Math - 56.8%

Five Essentials:

Ambitious Instruction - 69

CPS Framework for Teaching:

1d. Designing Coherent Instruction - Distinguished - 44.44% ; Proficient - 38.89%

2b. Establishing a Culture for Learning - Distinguished - 33.33% ; Proficient - 50.00%

3b. Using Questioning and Discussion Techniques - Distinguished - 8.33% ; Proficient - 55.56%

3c. Engaging Students in Learning - Distinguished - 37.14% ; Proficient - 45.71%

-Assessments are varied but lend toward more traditional methods of assessment within the various classrooms.

-Teachers highlight student work in hallways, social media, classroom and via weekly school shootouts

-The Data team regularly examines student work, as well as, STAR data. The team focuses on celebrations and concentrations.

-Teacher led professional development to share ideas that promote rigor.

-Teachers develop thematic units that require that students create presentations

-Mikva, Bard and Depaul Law curriculums develop promote deep thinking, analysis and challenge students to develop their solutions to World Problems.

-Teachers analyze and peer review their own assessments during staff meetings.

-Performance tasks are administered before and after learning to analyze student growth.

-Students are given choice to complete assessments: written, presentation, poster, use of technology, etc.

- The Literacy and Math team discuss and analyze student data to determine what best practices to bring to the classroom to achieve gains in Reading and Math.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1 2 3 4

Attendance Rate - 86.2%

Early College and Career Credentials - 39 semester hours earned (13 students) at Kennedy King City College in partnership with Thrive!

CPS Framework for Teaching:

2b. Establishing a Culture for Learning - Distinguished - 33.33% ; Proficient - 50.00%

Five Essentials:

Ambitious Instruction - 69

Supportive Environment - 66

- Post Secondary week invites speakers and holds trips to various universities to show students options after graduation
- Monthly Advisories present lessons that deal with social/emotional issues.
- Teachers consistently voice high expectations for all students and support post secondary lessons in their classes that involve college essay writing, resume building and interview skills.
- Students have opportunities for leadership through the Prom committee, clubs and yearbook.
- District Pillar 2 is supported in a variety of ways: Each campus has quarterly career fairs or site visits. All Seniors complete FAFSA documentation, apply to a minimum of 3 post secondary options and are encouraged to apply to scholarships.
- College campus visits and on site speakers are scheduled quarterly.
- Students were exposed to different colleges via the March Madness bracket challenge.
- The Mikva curriculum teaches students the importance of voting and promotes knowledge of politics.
- Students have the opportunity to enroll in college course through Dual enrollment. Students also have weekly meetings with the dual enrollment liaison.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

SQRP Attainment and Growth:

% Meeting Personal Growth Target on STAR Reading - 75.2%

% Meeting Personal Growth Target on STAR Math - 56.8%

Five Essentials:

Ambitious Instruction - 69

Effective Leaders - 76

Supportive Environment - 66

CPS Framework for Teaching:

3a. Communicating with Students - Distinguished - 33.33% ; Proficient - 44.44%

3b. Using Questioning and Discussion Techniques - Distinguished - 8.33% ; Proficient - 55.56%

3c. Engaging Students in Learning - Distinguished - 50% ; Proficient - 33.33%

3d. Using Assessment in Instruction - Distinguished - 36.11% ; Proficient - 36.11%

3e. Demonstrating Flexibility and Responsiveness - Distinguished 50.00% ; Proficient - 33.33%

- Backward design is used by all teachers, therefore instruction is standards/objectives based.
- 100% of teachers use common, teacher-developed Unit Plan Template, which keeps uniformity and consistency across all classes.
- Teachers use more student-led group activities that promote higher order thinking and discussion.
- Teachers use various teaching strategies to reach students, as evidenced in their unit plans and in REACH observations.
- Scaffolding is utilized in all classes and changes are made to texts to make them more accessible (leveling).
- Instruction is scaffolded to ensure that all students have access to material by modifying texts, using technology, and co-planning and co-teaching.
- Teachers bring in other teachers as assessors/judges for "big events"/projects such as presentations, debates, mock trials, etc.
- Teachers develop essential questions to guide units and deepen student understanding of the concepts.
- Socratic seminars are implemented in the social studies, science, and ELA classrooms to develop student-led learning.
- Teacher implement a variety of co-teaching styles including parallel, alternative, team, and station teaching.
- Teachers promote self-directed learning through open-ended questioning.
- Teachers participate in PD opportunities through CPS and outside organizations.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.

- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

SQRP Attainment and Growth:

% Meeting Personal Growth Target on STAR Reading - 75.2%

% Meeting Personal Growth Target on STAR Math - 56.8%

Attendance Rate - 86.2%

Five Essentials:

Ambitious Instruction - 69

Effective Leaders - 76

Supportive Environment - 66

CPS Framework for Teaching:

1a. Demonstrating Knowledge of Content and Pedagogy - Distinguished - 38.89%; Proficient - 55.56%

1b. Demonstrating Knowledge of Students - Distinguished - 44.44% ; Proficient - 55.56%

1d. Designing Coherent Instruction - Distinguished - 44.44% : Proficient - 38.89%

2d. Managing Student Behavior - Distinguished - 16.67%; Proficient - 63.89%

3d. Using Assessment in Instruction - Distinguished - 36.11%; Proficient - 36.11%

3e. Demonstrating Flexibility and Responsiveness - Distinguished 50.00%; Proficient - 33.33%

- Interventions are monitored through the team teaching approach of regular and special education teachers.
- Interventions in classrooms without team teaching are monitored through the partnership of the Dean, Case Manager, and/or pull out resource teacher.
- Boys Town Well Managed School model implemented school-wide (SEL).
- The school uses STAR data to monitor students' skills growth and gaps.
- STAR data is used to inform instructional leveling.
- Block periods allow for extended instructional support.
- Interventions such as small group instruction, one-on-one support, individualized instructional assessment are consistently used for students who need it.
- Not Yet Days are implemented every three weeks for students who struggle and are on the D/F watchlist and provides the opportunity for small group or on-on-one instruction to improve their grades.
- Referrals for behavior and student contracts have gotten failing students back on academic track.
- Struggling students receive one-on-one support via Wilson Reading system and paraprofessionals.
- Ongoing GoogleDocs record student anecdotes, enabling the sharing of information regarding behavior, attendance, and grades and effective strategies among teachers.
- Graduation credit card communicate credit acquisition and outline credit recovery options.
- Internships developed to accelerate credit acquisition, build SEL skills and reward/build attendance.
- Other supports provided for all students: Arts of Living Mom's Group, LFAOU Group, SEL Advisory lessons, Princeton Eye Clinic, STI/HIV testing, Mental Health Check-ins, and partnerships with other outside agencies.

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	
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
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Balanced Assessment & Grading:

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

Score

1 2 **3** 4

SQRP Attainment and Growth:

% Meeting Personal Growth Target on STAR Reading - 75.2%

% Meeting Personal Growth Target on STAR Math - 56.8%

Five Essentials:

Ambitious Instruction - 69

CPS Framework for Teaching:

1c. Selecting Learning Objectives - Distinguished -50.00% ; Proficient - 44.44%

1e. Designing Student Assessment - Distinguished - 44.44%; Proficient - 38.89

3d. Using Assessment in Instruction - Distinguished - 36.11%; Proficient- 36.11%

3e. Demonstrating Flexibility and Responsiveness - Distinguished 50.00%; Proficient - 33.33%

4a. Reflecting on Teaching and Learning - Distinguished - ; Proficient -

- Multiple forms of assessment (informal/formal) and summative/formative.
- Implemented assessment protocol to evaluate the universal design of assessment.
- Incorporated CCSS into assessments.
- Leveled questioning allows access to assessment questions for diverse learners.
- Teachers allow students to respond to specific content in native language.
- Rubrics tied to CCSS to support student understanding of expectations.
- Review STAR reading and math data to design interventions and lessons for whole school.
- Teachers provide writing guide and structures for students to help break down longer assignments.
- Flexible use of paraprofessional to assist targeted student needs.
- Bilingual teachers and staff to support ELL students.
- Teachers provide varied levels of text complexity based on student ability levels.

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"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

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

Five Essentials Survey:
 Ambitious Instruction - 69
 Effective Leaders - 76
 Supportive Environment - 66

REACH Framework for Teaching:
 2b. Establishing a Culture for Learning - Distinguished - 33.33% ; Proficient - 50.00%

- 75.2% of students met Reading Growth standards on STAR assessment; 56.8% met Math Growth standards on STAR assessment.
- Average Student Reading Growth Percentile is 55; Average Student Math Growth Percentile is 49.
- 100% of eligible students graduated during the 2014-2015 school year.
- 72.7% of students earned all attempted credits during the 2014-2015 school year.
- 82% of teachers report that they have worked with other teachers to develop materials or activities for particular classes between 3 or more times during the school year.
- 18% of teachers report that they have worked on instructional strategies 3-9 times during the school year, and 71% of teachers report that they have done so 10 or more times throughout the school year.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

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.

Five Essentials Survey:
 Ambitious Instruction - 69
 Collaborative Teachers - 88

REACH Framework for Teaching:
 1b. Demonstrating Knowledge of Students - Distinguished - 44.44% ; Proficient - 55.56%
 2a. Creating a Climate of Respect and Rapport - Distinguished - 33.33%; Proficient - 50.00%

- According to our 5 Essentials Survey: 92% of students report that teachers work hard to make sure they stay in school; 92% report that teachers pay attention to all students, not just the top students; 91% report that teachers work hard to make sure that all students are learning.
- The 5 Essentials Survey also shows: 94% of students report feeling safe and comfortable with their teachers; 92% report that their teachers will always listen to students' ideas; and 96% that their teachers treat them with respect.
- All students have at least one adult advocate.
- Staff actively participates in monthly RADAR sessions with CBOs in the community to meet the needs of our most at-risk students.
- The school as adopted Boys Town WMS and Methods which provide a clear pattern of interaction between adults and students with appropriate, fair responses to disrespectful behavior and misconduct.
- Most students form close bonds with principal, teachers, and staff.
- Diverse learners are in a fully inclusive environment with varied levels of support.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Five Essentials Survey:
Supportive Environment - 66

REACH Framework for Teaching:

1b. Demonstrating Knowledge of Students - Distinguished - 44.44% ; Proficient - 55.56%

2a. Creating a Climate of Respect and Rapport - Distinguished - 33.33%; Proficient - 50.00%

3c. Engaging Students in Learning - Distinguished - 50%; Proficient - 33.33%

- Teachers and staff have built vibrant culture building activities each quarter - Teambuilding (Sinclympics, Clue, Talentless Show, Fashion Show), participatory video projects, Quarterly Pancake Breakfasts, Annual Thanksgiving Service Day, Assemblies that celebrate cultural diversity and pride, and high interest field trips.

- Principal, leadership and Community Representative leads the work to engage community stakeholders that provides but is not limited to scholarships and work internships.

- The school encourages students to participate in authentic and engaging activities with community partners such as the Arts Infusion Project with Precious Blood Ministries of Reconciliation, TPPI, local elementary schools, Su Casa, the Chicago Public Libraries, Literature for all of Us, and the Chicago Park District, etc.

- Each campus has a Student Council/Voice Committee, Prom Committee, small counseling groups (MENS, SWAN, etc.).

- 40-50 students engaged in work internship program - interning at various community agencies, businesses, and grammar schools.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

Five Essentials Survey:
Supportive Environment - 66

REACH Framework for Teaching:
1b. Demonstrating Knowledge of Students - Distinguished - 44.44% ; Proficient - 55.56%
2a. Creating a Climate of Respect and Rapport - Distinguished - 33.33%; Proficient - 50.00%
2d. Managing Student Behavior - Distinguished - 16.67%; Proficient - 63.89%

-According to 5 Essential Survey, 52% of students feel unsafe outside around the school building and 50% feel unsafe traveling between home and school. Despite this, 86% of students report feeling safe in the bathrooms, 87% report feel safe in the hallways, and 93% report feeling safe in their classes at Peace and Education Coalition.
- Adults in the school building consistently implement and reinforce standards for conduct in the hallways, classrooms, and public spaces of the school and utilize the WMS model to support those efforts.
-

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 3 4

Five Essentials Survey:
Supportive Environment - 66

REACH Framework for Teaching:
2a. Creating a Climate of Respect and Rapport - Distinguished - 33.33%; Proficient - 50.00%
2d. Managing Student Behavior - Distinguished - 16.67%; Proficient - 63.89%

- Principal and AP provides clear information relative to expectations for students during enrollment orientation.
- The average age of a student is 18+, therefore, information is provided to families on school performance upon request.
- At the beginning of each quarter, teachers provide students with information relative to their expectation, system of instruction, grading and feedback.
- All staff participate bi-annually in the Boys Town Well Managed School two day training, which teachers intervention and corrective teaching strategies and reinforces the school's referral system for behaviors.
- The administrative team participates bi-annually in the Boys Town WMS Administrative training to recalibrate school-wide expectations, policies, and procedures for managing behavior.
- Boys Town Social Skills are reviewed with students during the first quarter of each school year and routinely throughout the school year with the teachers and staff.
- Misconduct dashboard shows on average two out-of-school suspensions per year.
- Three advisories per quarter focus on Social Emotional Learning lessons.
- Daily calls home for students no in attendance are routine.
- Parents are updated by teachers regarding behaviors, IEP meetings, etc. by staff.

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

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

Score

1 2 **3** 4

Five Essentials Survey:
Involved Families - Neutral
Parent-Teacher Trust - 36
Parent Involvement in School - 58

REACH Framework for Teaching:
2c. Managing Procedures - Distinguished - 36.11% ; Proficient - 38.89%

- Principal provides clear information relative to expectations for students during enrollment orientation.
- The average age of a student is 18+, therefore, information is provided to families on school performance upon request, at Parent Breakfasts, informal meetings, Parent Teacher Conferences, and IEP meetings.
- At the beginning of each quarter, administration and teachers provide students with information relative to their expectations, system of instruction, grading and feedback.
- Daily calls home and home visits for students not in attendance are made by parent advocate, Youth Mentors, school attendance clerks, and Community Representative. It is not uncommon at PEC for administration, counselors, Deans, and teachers to make these personal connections with families as well.
- Parents are updated by teachers regarding behavior, IEP meetings, grades, and attendance.
- Quarterly Parent Breakfasts allow for communication to be shared between Counselor and Community Representative and parents.
- Annual Parent-Community Representative meeting to share school programming and to seek feedback from parents about needed services.
-

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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
	My Voice, My School Survey scores – outreach to parents; parent-teacher trust
CPS Framework for Teaching	2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	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 Student Learning: Curriculum	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: Safety & Order	1 2 3 4 5 \emptyset

3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊘
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊘
4	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘

Goals

Required metrics (Highschool)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
N/A	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	(Blank)	(Blank)	0.00	0.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	(Blank)	(Blank)	0.00	0.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	(Blank)	(Blank)	0.00	0.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	(Blank)	(Blank)	0.00	0.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	(Blank)	(Blank)	0.00	0.00
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
N/A	(Blank)	(Blank)	0.00	0.00

Freshmen On-Track Rate

N/A	(Blank)	(Blank)	0.00	0.00
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4-Year Cohort Graduation Rate

N/A	(Blank)	(Blank)	0.00	0.00
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1-Year Dropout Rate

N/A	(Blank)	(Blank)	0.00	0.00
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College Enrollment Rate

N/A	(Blank)	(Blank)	0.00	0.00
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College Persistence Rate

N/A	(Blank)	(Blank)	0.00	0.00
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Average Daily Attendance Rate

<p>Currently, our attendance rate is among the highest of all CPS Options programs and comparable to many traditional CPS neighborhood high schools, however to meet a 90% attendance average, our students demand more than pure academic support, they need emotional and behavioral support. Our students have already been unsuccessful in a regular academic setting, therefore, we must create an engaging, safe, supportive learning environment. We will systematize our outreach to new students, improve culture building activities, and ramp up credit recovery and dual enrollment options. An increase in attendance will impact many data points, but credit attainment is the one indicator that determines stabilization and sustained enrollment to graduation.</p>	(Blank)	86.70	90.00	90.10
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Custom metrics

4 of 4 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
75.3% of students will meet their targeted growth on the STAR Reading Assessment.				
<p>"Currently, 75.2% of students are meeting the growth targets for STAR Reading, but we will need clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies with a high quality delivery system to ensure 65% of students meet growth targets. A rigorous curriculum must keep students at the center of its design. Through a well implemented peer observation and feedback cycle, teachers can learn from each other regarding effective literacy strategies and provide valuable feedback that enhances student learning."</p>	75.20	0.00	75.30	75.40
65% of students will meet their targeted growth on the STAR Math Assessment.				
<p>"Currently, 56.8% of students are meeting the growth targets in STAR Mathematics assessment, but we will need clear learning outcomes with matching assessments, engaging learning experiences, and instructional strategies with a high quality delivery system to ensure 75% of students meet growth targets. A data-driven instructional team approach has had positive outcomes for math instruction. A similar DDI cycle would provide targeted instructional practices, peer evaluation, and data driven changes as deemed necessary."</p>	56.80	0.00	65.00	70.00
The average SGP (Standard Growth Percentile) for the STAR Reading assessment will increase from 55 to 60.				

The average SGP for Reading is 55. In order to move students to a 60, we will need high leverage instructional practices and the implementation of powerful practices to improve disciplinary literacy skills. A data-driven instructional team approach has had positive outcomes for literacy instruction, but during the 2015-2016 school year, only ELA, SS, and non-elective teachers participated in the literacy data team. To reach greater growth, data team strategies must be shared with all teachers to support literacy skill acquisition/improvement among all students.

55.00

0.00

60.00

65.00

The average SGP (Standard Growth Percentile) for the STAR Reading assessment will increase from 49 to 50.

The average SGP for Math is 49. In order to move students to 50, we will need high leverage instructional practices and the implementation of powerful practices. A data-driven instructional team approach has had positive outcomes for math instruction, but during the 2015-2016 school year, only math and science teachers participated in the math data team. To reach greater growth, data team strategies must be shared with all teachers to support math literacy and computational skill acquisition/improvement among all students.

49.00

0.00

50.00

55.00

Strategies

Strategy 1

If we do...

If we implement data driven instructional cycles in our Literacy and Math Data Teams that focus on the use of peer observation and feedback

...then we see...

then we will see teachers engaging in professional learning that enhances the use of high leverage literacy and math strategies and which provides valuable feedback on implementation and student work from colleagues to improve student learning

...which leads to...

75.3% of our students meeting their targeted growth on the STAR Reading assessment, and 65% of our students meeting their targeted growth on the STAR Math assessment and will lead to a increased rating from strong to very strong in Ambitious Instruction in the Five Essentials Survey.

Tags:

Literacy, Data driven instruction, Peer observation, Skills assessment, Collaborative feedback

Area(s) of focus:

1, 2, 3, 5

Action step

Responsible

Timeframe

Evidence for status

Status

ILT will develop DDI peer observation rubric and teacher feedback protocols to be used throughout SY16-17.

ILT

Sep 6, 2016 to
Sep 23, 2016

Completed Calendars

Not started

Accountability, Protocols, Peer observation, Data review protocol

DDI Teams will analyze STAR BOY Data to determine instructional focus for SY16-17

Teacher Facilitator/DDI Teams

Sep 6, 2016 to
Sep 30, 2016

STAR Data Reports DDI Team Agenda

Not started

Data analysis

DDI teams will implement a data driven instructional cycle for professional learning for each academic quarters 2-4 based of instructional focus.

DDI Teams - Teachers

Oct 3, 2016 to
Jun 16, 2017

Professional Learning - Quarterly Instructional Focus and DDI Quarterly Calendars

Not started

Implementation, Ddi cycle, Instructional focus

Literacy and Math DDI Team members will participate in two peer observations per quarter to observe high leverage instructional strategies.	DDI Team Facilitator-DDI Team Members	Oct 3, 2016 to Jun 16, 2017	Observation Calendar DDI Team Agendas	Not started
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Peer observation

Literacy and Math DDI Team members will participate in two quarterly Observation Feedback Protocol utilizing the observation rubric to determine the SY16-17 Instructional Strategies implementation and impact on student achievement.	DDI Team Facilitator - DDI Team Members	Nov 7, 2016 to Jun 9, 2017	Observation Feedback Protocols Team Meeting Agendas Video Recordings of the Protocol Activities	Behind
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Data review protocol

Strategy 2

If we do...

If we implement Boys Town Well Managed school model for behavior management and social skills teaching in all facets of the school community

...then we see...

then we will see teachers with a larger capacity for preventing and shaping positive classroom behaviors, and we will see students who improve their social skills and positive academic behaviors. This builds positive school culture. We also anticipate seeing a positive impact on the school's culture and climate, increased supports for Tier 2 and Tier 3 students, and the maximization of instructional time.

...which leads to...

a 25% reduction in office referrals for students from Quarter 1 to Quarter 4 of SY16-17

Tags:

MTSS, Restorative approaches, Academic supports, Classroom management, Social emotional learning

Area(s) of focus:

1, 3, 4

Action step	Responsible	Timeframe	Evidence for status	Status
100% of teachers and staff will participate in the Boys Town Well Managed School professional training.	Principal/Assistant Principal	Aug 29, 2016 to Sep 2, 2016	PD Attendance Sign In Sheet	Not started

Instruction, Student achievement, Classroom management, Domain 2

Administration will monitor that teachers use of PECHS specific handbook for teachers that highlight corrective teaching strategies and support WMS model and skills during REACH observations every quarter	Principal/Assistant Principal	Jul 11, 2016 to Aug 26, 2016	Corrective Strategy Handbook	Not started
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Instruction, Classroom management, Domain 2

Administrative/Disciplinary Team will facilitate quarterly teacher and staff workshops to ensure effective implementation of WMS management and social skill building strategies.	Principal/Assistant Principal/Dean	Sep 6, 2016 to Jun 16, 2017	Teacher Team Meeting Agenda and Sign-In Sheets	Not started
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Classroom management, Classroom environment, Social

skills

BoysTown Well Managed School trainers will return to the school in Quarter 2 to observe WMS strategies in practice and provide feedback to improve implementation.	Principal	Nov 7, 2016 to Feb 3, 2017	Feedback Report and Follow Up Meeting Agenda with Sign In Sheet	Not started
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Behavior, Classroom management

Strategy 3

If we do...

If we implement Thinking Maps curriculum across all content areas

...then we see...

we will see Tier 2 and Tier 3 students increase their capacity for critical thinking and critical writing. Our general and diverse learners will have additional tools to access rigorous texts and complete complex tasks.

...which leads to...

an 15% increase in REACH Teaching Frameworks scores in both 3b - Questioning and Discussion Techniques and 3c - Student Engagement.

Tags:
MTSS, Curriculum, Interventions

Area(s) of focus:
1, 2, 3, 5

Action step ⓘ	Responsible ⓘ	Timeframe ⓘ	Evidence for status ⓘ	Status
Conduct a one-day Thinking Map initial training.	Principal/Assistant Principal	Aug 29, 2016 to Sep 2, 2016	Professional Development Agenda and Sign In Sheet	Not started

Professional Learning, Critical thinking

Establish a Quarter 1 Introductory Period with safe practice opportunities for teachers, with ILT-led PDs on two Thinking Map strategies to implement during Quarters 1 and 2.	Principal/ILT	Sep 6, 2016 to Nov 3, 2016	Teacher Team Meeting Agenda Items - attendance sheets.	Not started
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Safe practice, Instructional strategies

During Quarter 2, teachers will share student work with colleagues to analyze these two Thinking Map strategies, their effectiveness, and to give/receive feedback.	Principal/Assistant Principal/Teachers	Nov 7, 2016 to Feb 3, 2017	Shared Student Work. Minutes documenting effectiveness and feedback.	Not started
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Teacher collaboration, Analyze data, Teacher-led professional development

At the beginning of Quarter 3, analyze BOY-MOY STAR data to determine impact of Thinking Map strategies on student learning.	Teacher Teams	Feb 6, 2017 to Apr 14, 2017	Agenda, Minutes, Sign In Sheet from Teacher Team Meeting. BOY-MOY scores.	Not started
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Growth measures, Student growth, Ddi cycle, Planning for instruction

During Quarter 3, teachers will conduct teacher-led PD to their colleagues about three Thinking Map strategies to implement during Quarter 3 and 4.

Teachers

Feb 6, 2017 to
Apr 14, 2017

Teacher Presentation Materials (PPT, handouts, student work)
Agenda, minutes, sign-in sheets.

Not started

Cycles of professional learning

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ ILT will develop DDI peer observation rubric and teacher feedback protocols to be used throughout SY16-17. Tags: Literacy, Data driven instruction, Peer observation, Skills assessment, Collaborative feedback, Accountability, Protocols, Peer observation, Data review protocol</p>	ILT	Sep 6, 2016	Sep 23, 2016	Not started
<p>✚ DDI Teams will analyze STAR BOY Data to determine instructional focus for SY16-17 Tags: Literacy, Data driven instruction, Peer observation, Skills assessment, Collaborative feedback, Data analysis</p>	Teacher Facilitator/DDI Teams	Sep 6, 2016	Sep 30, 2016	Not started
<p>✚ DDI teams will implement a data driven instructional cycle for professional learning for each academic quarters 2-4 based of instructional focus. Tags: Literacy, Data driven instruction, Peer observation, Skills assessment, Collaborative feedback, Implementation, Ddi cycle, Instructional focus</p>	DDI Teams - Teachers	Oct 3, 2016	Jun 16, 2017	Not started
<p>✚ Literacy and Math DDI Team members will participate in two peer observations per quarter to observe high leverage instructional strategies. Tags: Literacy, Data driven instruction, Peer observation, Skills assessment, Collaborative feedback, Peer observation</p>	DDI Team Facilitator-DDI Team Members	Oct 3, 2016	Jun 16, 2017	Not started
<p>✚ Literacy and Math DDI Team members will participate in two quarterly Observation Feedback Protocol utilizing the observation rubric to determine the SY16-17 Instructional Strategies implementation and impact on student achievement. Tags: Literacy, Data driven instruction, Peer observation, Skills assessment, Collaborative feedback, Data review protocol</p>	DDI Team Facilitator - DDI Team Members	Nov 7, 2016	Jun 9, 2017	Behind
<p>✚ 100% of teachers and staff will participate in the Boys Town Well Managed School professional training. Tags: MTSS, Restorative approaches, Academic supports, Classroom management, Social emotional learning, Instruction, Student achievement, Classroom management, Domain 2</p>	Principal/Assistant Principal	Aug 29, 2016	Sep 2, 2016	Not started
<p>✚ Administration will monitor that teachers use of PECHS specific handbook for teachers that highlight corrective teaching strategies and support WMS model and skills during REACH observations every quarter Tags: MTSS, Restorative approaches, Academic supports, Classroom management, Social emotional learning, Instruction, Classroom management, Domain 2</p>	Principal/Assistant Principal	Jul 11, 2016	Aug 26, 2016	Not started
<p>✚ Administrative/Disciplinary Team will facilitate quarterly teacher and staff workshops to ensure effective implementation of WMS management and social skill building strategies. Tags: MTSS, Restorative approaches, Academic supports, Classroom management, Social emotional learning, Classroom management, Classroom environment, Social skills</p>	Principal/Assistant Principal/Dean	Sep 6, 2016	Jun 16, 2017	Not started
<p>✚ BoysTown Well Managed School trainers will return to the school in Quarter 2 to observe WMS strategies in practice and provide feedback to improve implementation. Tags: MTSS, Restorative approaches, Academic supports, Classroom management, Social emotional learning, Behavior, Classroom management</p>	Principal	Nov 7, 2016	Feb 3, 2017	Not started
<p>✚ Conduct a one-day Thinking Map initial training. Tags: MTSS, Curriculum, Interventions, Professional Learning, Critical thinking</p>	Principal/Assistant Principal	Aug 29, 2016	Sep 2, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Establish a Quarter 1 Introductory Period with safe practice opportunities for teachers, with ILT-led PDs on two Thinking Map strategies to implement during Quarters 1 and 2. Tags: MTSS, Curriculum, Interventions, Safe practice, Instructional strategies</p>	Principal/ILT	Sep 6, 2016	Nov 3, 2016	Not started
<p>✦ During Quarter 2, teachers will share student work with colleagues to analyze these two Thinking Map strategies, their effectiveness, and to give/receive feedback. Tags: MTSS, Curriculum, Interventions, Teacher collaboration, Analyze data, Teacher-led professional development</p>	Principal/Assistant Principal/Teachers	Nov 7, 2016	Feb 3, 2017	Not started
<p>✦ At the beginning of Quarter 3, analyze BOY-MOY STAR data to determine impact of Thinking Map strategies on student learning. Tags: MTSS, Curriculum, Interventions, Growth measures, Student growth, Ddi cycle, Planning for instruction</p>	Teacher Teams	Feb 6, 2017	Apr 14, 2017	Not started
<p>✦ During Quarter 3, teachers will conduct teacher-led PD to their colleagues about three Thinking Map strategies to implement during Quarter 3 and 4. Tags: MTSS, Curriculum, Interventions, Cycles of professional learning</p>	Teachers	Feb 6, 2017	Apr 14, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

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.

The PECHS has an advisory board that reviews and guides the process of school improvement.

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 PECHS provides an opportunity on Thursday, September 25th to explain our Title I program, CIWP. Presentations will be held at 3:00 and 5:00 pm. Students receive a data/fact sheet in their enrollment package informing the students and their family regarding their rights and requirements of the Title I program.

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.

The PECHS provides an opportunity on Thursday, September 25th to explain our Title I program, CIWP. Presentations will be held at 3:00 and 5:00 pm. Students receive a data/fact sheet in their enrollment package informing the students and their family regarding their rights and requirements of the Title I program. Students receive a data/fact sheet in their enrollment package informing the students and their family regarding their rights and requirements of the Title I program. Parents are also provided with assessment data for their child.

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.

Students receive progress reports every five weeks and at the end of the quarter. Parents may check on their child's progress through a phone call or school visit. Upon enrollment and during parent-teacher conferences, parents are encouraged to enroll in CPS Parent Portal Access, and taught how to set notifications for grades/failures.

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.

The Chicago Public Schools provides a School Performance Report as well as a State Report Card that is distributed to students and their families.

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.

Due to the nature of the students who attend PECHS, this school is committed to only hiring highly qualified teachers. Teacher credentials are available upon request.

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.

Each student is provided with an appointment time during report card pick up twice a year. Students are given progress reports at the five week mark and at the end of the quarter. CPS has provided a parent portal where parents can monitor their child's grades. PECAHS teachers are mandated to enter bi-weekly grades. Parent portal information is provided in the enrollment orientation packet.

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.

Parent portal information is provided in the enrollment orientation packet.

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.

During report card pick-up, training will be offered to interested parents. Since the overwhelming majority of students are over 18, there is little demand from parents for training. This usually is more prevalent at the elementary level.

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.

DNA

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.

Several staff members are fluent in Spanish and converse and/or provide translated written communication for parents. CPS does uniformly provide documents in Spanish.

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 Peace and Education Coalition Alternative High School Program is a small alternative high school program that provides a non-traditional educational opportunity for out-of-school youth between the ages of 16 - 21, who desire to achieve a high school diploma and a new change to fully participate in the economic and social spheres of life through guidance and support. PECHS provides core content utilizing the engaging and movement based instructional strategies and academic support through tutoring, technology assisted instruction, co-teaching and highly engaging student projects supporting the CCSS.

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 occur in November and April. Times are scheduled for students for individual conference. Parents can call and schedule individual conferences at any time and meet with staff during preparation time or before or after school if they so desire.

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

Parents are provided with progress reports every five weeks. Further, if a student falls behind prior to the five week report, parents may be contacted. Parents do have the opportunity to view their child's grades through the CPS Parent Portal.

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

Parents have the opportunity to meet with staff during their daily preparation period. Further, if a parent comes unannounced, provisions will be made for the parent to visit with the desired staff. Due to the student population served, it is very rare that parents are involved with these older students. However, the school will reach out to parents regularly.

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.

We have had instances when a parent shadows their child. Because the overwhelming percentage of our students are over eighteen, this is a rare occurrence. The school more likely works more closely with probation/parole officers than parents.

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

Parents/guardians are called when students are absent. Parents do assist to insure their child comes to school.

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

Our most frequent contact with parents is during the enrollment process. Parents are very thankful to find their overage child or their child who has had experiences with the justice system do have an opportunity to complete their high school diploma.

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 can earn credit quarterly. They have a very strict attendance policy and do comply in order to earn the credit. There are always options to earn back the credit. We have block scheduling so students are in class 84 minutes and only four subjects per quarter. Teachers develop relationships with students due to small class size and longer contact.

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.

DNA

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 0 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
54205	Travel 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.	\$ 0 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0 .00

