



Collins Academy High School (/school-plans/516) / Plan summary

2016-2018 plan summary

Team

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Team meetings

No meetings saved for this plan.

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

Our M+V speaks to our school's demographics
 Does not support relationship b/t vision and school's initiatives
 People volunteered to create the vision on their own time
 Student behavior expectations have trumped the M+V in action
 Compliant and On-Task goal and a plan to get there
 Clear building-wide norms and expectations
 Student logging system may limit ability of staff to uphold a culture of collective responsibility
 Student Council, no merit system, restricting process to hold events are examples of teachers feeling held back
 New teacher system, merit system, hall sweeps are all examples of teachers now feeling empowered
 Block Schedule conversations, created a department meeting protocol, developed merit system, built hall sweep system, created in-house student logger

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

GL leads have taken on the social-emotional work
 Dept leads have taken on the planning and student work
 Meet every week
 Clear, well organized agendas
 Strong equity of voice
 Do not use protocols (see Peeling the Onion protocol)
 Created staff stress survey

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

-Learning focused primarily around culture this year. -Department focus on assessment using a consultancy protocol in department meetings.
 -A-Team work and support around data cycle.
 -A few mandated opportunities for peer coaching and feedback during department planning time.
 -Teams work on assessment, purpose setting, and relationship building – addressing observed student need.
 -Teacher teams work together to identify and solve implementation challenges.
 -Semester 1 non-REACH visits occurred approximately twice per month.
 -New teacher supports not formal for 1st 3 semesters. Mentor supports for a few new teachers. Weekly coaching visits for 5 of the new teachers.

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

- Cotaught and instructional classes (but not at same time making transfers challenging).
- Schedule Advisory for SEL.
- No time for DL transition minutes or consultation (resource)
- Few options for on track Seniors (3 put into schedule)
- Departments/GL budgets - disrupted by budget issue
- Little knowledge of CIWP
- Winston move back to office to make purchases happen.
- Process still not 100% clear
- Not much evaluation of current resources.
- City Year? - FOT? 3.0? (Drop from last year)
- Read 180? - Lexile Drop
- Umoja Seminar?
- Umoja RJ?
- UCANN?
- BAM? (Look at Q1 to now)
- No formal hiring process - Formalize the committee - Demo lesson/interview Dept chair
- Teacher Teams not balanced but intentional
- SW and Psych not much classroom level supports
- Some plans in the works (Psych/Freshmen)
- Retention Strategy - informal. - Utilize T/S feedback
- Additional leadership roles needed for staff
- Community Outreach - Peace Rally/Walk (stucco), Aldermen, Glasses program, AIDs, Black Girls Rock programing, Dudley's Cosmetology, Armed Forces, Colleges,CCC, Basketball Sponsorships, One Goal.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

DL

- Text complexity ranges used in social science classes/seminar classes (Instructional classes exposed to variety of text complexities)
- High complexity novels taught in English II.
- Umoja curriculum
- Growth mindset/7 essential traits for success
- Peace room/Yokota-Lewis
- EMBARC
- One-Goal
- Ms. Banks

ENGLISH

- Text complexity ranges used in social science class
- Only AUSL interims for 9th and 10th
- Not all teachers using interims with fidelity (necessary remediation)/Data analysis inconsistent
- No vertical or horizontal alignment - Vertical plans created but not used or aligned to curriculum maps
- Honors classes but no clear differentiation
- Started SEL grade level benchmarks - not used
- Real world connections made in some classes - rarely integrating the community. S use Chromebooks and Google Drive.

Science

Reading

- We can't describe them. So probably not happening(1)
- Not readily available (Scope and Sequence) (1)
- None (1)
- Unt Plan feedback, Interim reflection, multiple text levels in many classrooms (3)
- Most teachers attempt to modify curriculum for DL students (short DL teachers) however, advanced students are not extended (2)
- No AP courses, yes Honors, dual enrollment (2)
- Umoja, peace room, Ms. Y, empathetic listening PDs, mentoring, units on mindset, units on soft skills (3)
- Embarc, OneGoal (1)

Art (3)

- Art Organic scope and sequence (2)
- Art follows the CPS framework (3)
- Diversified learning and differentiation. Distinguish qualitative and quantitative btwn Art I and II
- Integrate SEL into all projects and apply work to real world.
- Integrating other core subjects into projects.

Music (2)

- Music follows the National standards (2)
- Music: No scope and sequence, focus on preparation for concert (1)
- Repertoire is diversified and teaching strategies flux to reach all types of learners.
- Differentiation for levels of learners.
- Relate the material to apply to outside world.

Math (2)

- CRS AND CCSS with AUSL pacing guide (2)
- Have created scope and sequence, but have yet to apply it (2)
- Performance tasks that are project based and ask for written evidence. Journaling. R-F-S structure to differentiate.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).

- Engage all learners in content areas by fully integrating opportunities for all learners, including:
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTixYTgz>), etc.)
- Integrate academic and social emotional learning.
- Reach outside of the classroom for real world (or simulated) application. For example,
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

1 2 3 4

DL

- Read 180 (Although everyone does not have access to materials)
- Wilson reading (Instructional classes)

English

- Most classes aligning to standards in unit plans/Some don't understand/unpack the standards
- Assessment work in department meetings
- Differentiation inconsistent - some stations, leveled reading
- Technology usually not used beyond Word Processing (except READ 180)
- Student choice utilized in reading material and types of projects

Science

Math (1)

- AUSL pacing guides - work is mostly teacher created or found online. Assess frequently. Teachers do not have equitable resources to execute plans (Chromebooks, Graphing Calculators, Online programming(adaptive))
- All classrooms have whiteboards, document cameras, and projectors.

Music (3)

- Have sheet music for all songs. Always use audio technology.
- Gen Music textbook (a little above S reading level) with listening examples online.
- Varying approaches in the use of the materials. Use sheet music to analyze the music theory of the material. Textbooks used for MID summaries, listening guides, vocabulary.

Art (3)

- Utilize materials and vary them to meet the various needs of different projects.
- Push projects - if ahead here are other supplies to push the project ahead.
- S have open ended problem to solve and use technology (online) to search for a plan solutions.
- Build units around available materials.

Reading

- No curriculum plans or provided materials except for Read 180, Wilson, PrepMe and Umoja (1)
- DBQ Project, EngageNY, MasteryConnect (1)
- Kids are not tracked and teachers are not provided with materials that support those identified groups (1)
- Not equitable and inconsistently accessible (1)

Question: What does the school provide vs. what are teachers creating/providing for themselves?

Technology

- Five chromebook carts
- Two PC labs
- One Mac lab
- One iPad cart
- Goal is to be One to One with students and chromebooks
- Text Books
- Class sets exist for: Algebra 1, Algebra 2, Geometry, Biology, AP Biology

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

English

- Low/Inconsistent expectations in various classes
 - Teach to the middle - not to the high and low
 - Shifts in CCSS evident in most English classes most of the time.
 - Some real audience work with real audiences but inconsistent.
 - Department Assessment Consultancy process - get teachers to reflect. We don't consistently follow up. We are beginning the process.
- Science

Math (1)

- High learning expectations not consistently present (Culture/Behavior takes precedence over learning)
- Cognitive disconnect btwn big ideas, standard, and the tasks/assessments
- Students dependent on T for learning.
- Have not focused specifically on the shifts
- Weekly written feedback
- Department consultancy work around assessment

Reading

Music (1)

- Pace slowed by accommodating all students without co-teacher. High students not always engaged and Low skill students not always able to remediate for.
- Classes are not fully tiers. No options beyond choir and art.
- Honor choir occasionally performs outside of school.
- Winter Arts festival
- Unity concert with elementary schools
- Battle of the Choirs
- AUSL festival of the Arts

Art (3)

- Multiple projects for individual student needs. High skill students (faster pace) have additional activities (competitions, class projects)
- Students get extra supports as needed. Individual attention for students.
- Outside project - boards for community.
- AUSL art showcase
- Art Competitions
- Winter Arts festival
- AUSL festival of the Arts

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

DL
 -Students attend college fairs
 -City Year for Freshman
 -Grade level teams
 -Parent night
 -Mentor/parent phone calls
 -DL department Transition Palooza
 PLT
 -Mentorship Program
 -Counselor and Clerk work with students when enrolling and view transcript and expectations
 Seminar class provides community for our students
 -freshmen move up to sophomore seminar classes
 -Freshmen Connection
 -Freshmen Orientation
 -Summer transition counselor works with certain students to prevent summer melt
 -seminar courses for Sophomores and Seniors
 One Goal for Seniors
 -some Juniors receive postsecondary and career exposure through Embark and One Goal
 -Through seminar and One Goal parents are made aware of academic supports for their child
 -Mentorship Program provides communication between students and staff
 -City Year communicates with freshmen parents regarding attendance, academics and behavior
 - 16 students enrolled in Dual Enrollment Program with City Colleges
 -No AP courses
 -Seminar class allows students analyze transcripts and test scores
 -Students are exposed to postsecondary and career options in seminar and One Goal

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

- Purpose setting infrequent among some teachers. Students polled by teacher teams in Q1.
- Instructions/Expectation setting often unclear in 1/3 of classrooms.
- Questioning in about ½ of classes low and high level.
- Discussions often unstructured resulting in exclusion or domination by some S.
- Scaffolding and/or differentiation clear in about ½ classes. Most supports provided for groups of students (not individuals).
- Checks for understanding frequent in about 2/3 of classes most of the time (at least once per class period). Adjusting instruction based on real time data less frequent.
- Struggling learners generally addressed on a one-on-one basis or in a future class period.

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

- BAG Reports
- Care Team
- Grade Level procedures for absences and make up work
- Teacher office hours (10th level)
- Mentor calls home (bi-weekly)
- Attendance calls from City Year for 9th graders with spreadsheet
- SECA support plans for absences and failed classes
- Ms. Banks (Umoja)
- BAM/UCAN
- Freshman On-Track team
- Town Halls
- Peace Room
- Mastery-Connect
- Data analysis meeting

Freshmen Team

Tier 1, Pt.1: not timely nor effective, no progress monitoring or assessing, no guarantees for off-track students getting back on track (1)

Tier 1, Pt.2: Umoja helps empower students, some student centered learning happening but not consistency, developing in this area, happening in isolation (2)

On Track: Google spreadsheet (KidTalk) and ILT report started, but not consistent, more reactive than proactive, lunchtime tutoring for Read180 (CY) (2)

Tier 2-3, Pt.1: What is the problem solving process? (1)

Tier 2-3, Pt.2: What's this? (1)

Communicate to Parents: CY calls and tracks contact, teachers left in dark about disciplinary matters, mentor logs are developing (SILS helped with transparency, Google Docs is too complicated), Kid Talk helps hold teachers be accountable but is not consistent (2)

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)
	✓ Evidence of Personal Learning Plan (PLP) implementation
	✓ Integrated data system that informs instructional choices
	✓ Flexible learning environments
	✓ Use of student learning plans
	✓ Use of competency-based assessments
	✓ Use of personalized learning rubric
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	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

Do not use screening, diagnostic, and progress monitoring assessments consistently (how do we obtain quality data?) - Except Read 180 and City Year
 Improve and promote assessment literacy (may not be within same course, but is within same department)
 No consistent grading system (differentiated by both grade levels and departments)

Guide for Balanced Assessment & Grading

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

- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
Measures	✓ 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
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

- Start on Time (Do Now/Hall Sweep?)
- Some purpose setting in individual classrooms
- Do Nows graded and not made up
- Warrior Points/Signs/Tiers
- Growth mindset/Grit readings and activities
- Soft skill planning
- One Goal/Embark
- Peer editing/Multiple Revisions (inconsistent)
- Attendance Cup
- Feedback inconsistently specific
- BAG reports weekly

Freshmen Team

Culture for Learning: teachers and admin not on same page about purpose (academics over behavior? High school success? College prep?)

Not consistently communicating that all students can achieve at high levels

Systems at beginning of year didn't give teachers autonomy to feel like the work was meaningful and could make a difference

ACtions did not align with what we said we were preparing students for

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 2 3 4

Freshmen Team

Developing trusting relationships: mentoring is available but not consistent

Adult-student: communication, implication, and response to receiving demerits hurt this relationship;

Mutually supportive: no allowance of upperclassmen to mentor younger classmen (Big Brother/Sister), overwhelming lack of respect for selves and each other on student level

Teacher-Teacher Trust is well--respect for ILT, new teachers, etc.

Teacher-Admin trust was low for most of year, has improved towards end, but not consistent the whole year (largely dependent on next year's admin)

GL Leads

Not all adults are able to separate emotions from professionalism (from other adults and students)

There are positive relationships in the building with students--not consistent, but present

Students have mentor(s) to lean on throughout school day--person can share ideas

After school opportunities are present, again, not as consistent as need be

Teachers/admin support students outside of classroom (groups, clubs, performances)

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:

Score

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.

1 2 3 4

- Numerous clubs and sports offered (BAM, LTAB, Blogging Club, Three Black Girls, Gaming Society, various sports, Student Council)
- Most students take the same limited number of electives. All Juniors eligible for Dual Enrollment were offered the opportunity to apply.
- Student choice impacts lessons in some individual classrooms. No formal outlets for student voice or feedback at the school level.
- AP met with Senior One Goal cohort to hear presentations. None formally implemented.
- AP and Principal met with Student Council to hear ideas. Some suggestions tried.
- Voting/Government lessons in Civics and English classes. Seniors afforded the opportunity to register to vote.
- Junior project around the school to prison pipeline involves the entire Junior team.
- Service learning opportunities developing among various grade level teams.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.

- Students learn about issues and candidates, prepare voter education materials and get involved.
- All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning Standards

Safety & Order:

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

Score

1 2 3 4

Standard Operating Procedures for morning entry, dismissal
 Posted Behavior Expectations in the hallways and classrooms
 SWEPP Procedures in place
 Warriors Point System for positive reinforcement
 Lunchroom expectations for food retrieval, behavior and cleanup
 X-ray and Body Scans to ensure safety
 Assigned posts and expectations for all security staff
 Created rubrics to assess routines and procedures
 Hallway and bathroom policies
 Uniform Policy

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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

1 2 3 4

Freshmen Team

Proactive: expectations clear but conflicted with academics at times, lots of training to teachers and parents about expectations but very punitive and not with the agreement of other stakeholders in the building (2)

Instructive: SEL training for adults, but little for students outside Soph. sem, no push for outside application, not school wide system, no consistent (1)

Restorative: Responses are not supportive of keeping kids in the classroom (1)

GL Leads

Proactive: PDs with Umoja and MTSS on ways to address behavior and interactions (before they become a problem), not engaging families as partners (2)

Instructive: With regards to demerits, no hierarchy anymore (goes straight to punishment, skips restorative conversation), consistency is lacking, we have the tools but not using it efficiently, Data is available to some staff but not whole staff (not clear how to use it as well), positively reinforce consistently; Don't avoid power struggles (we win them) (2)

Developing stage of explicitly teaching behavior and Restorative: Umoja PDs offer practice/ training, not addressing behavior that gets students removed (impeding their ability to get an education), implementing a Care team (but still developing), Developing follow up and procedure for ISS, We don't do SEL interventions; Lunch detentions work well (perhaps use in lieu of afterschool/Saturday school), (2)

Guide for Restorative Approaches to Discipline

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

separation is a logical response to the behavior.

- Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
- Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
- Designate space and consistent staff to support implementation of ISS.
- (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

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

1 2 3 4

- Main Foyer and Main office is warm and inviting
- Office staff and Security in Foyer are pleasant and inviting
- City Year Parent Engagement Night
- Choir Winter and Spring Concert
- Senior Parent Night
- City Year Red Carpet Event
- Senior FAFSA Night and weekend event
- Mentoring Program to communicate with families about student progress
- sign up parents for parent portal during report card pick up
- Communicate with families via robocalls, flyers home, and parent conferences and personal phone calls
- Partnerships with UMOJA and UCAN to address student social and emotional issues

Guide for Parent Partnership

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

- Information is provided to parents in their native language.
- Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures
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
1	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
1	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 \emptyset

- 2 Expectations for Quality & Character of School Life: Relational Trust
- 2 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline
- 2 Expectations for Quality & Character of School Life: Safety & Order
- 2 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1	2	3	4	5	⊗
1	2	3	4	5	⊗
1	2	3	4	5	⊗
1	2	3	4	5	⊗

Goals

Required metrics (Highschool)

7 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
Moderately Organized - the organized	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Unclear on how this metric will be generated by the district.	2.00	(Blank)	(Blank)	(Blank)
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Unclear on how this metric will be generated by the district.	2.00	(Blank)	(Blank)	(Blank)
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Unclear on how this metric will be generated by the district.	(Blank)	(Blank)	(Blank)	(Blank)
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Unclear on how this metric will be generated by the district.	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Unclear on how this metric will be generated by the district.	1.00	(Blank)	(Blank)	(Blank)
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
Unclear on how this metric will be generated by the district.	10.00	(Blank)	(Blank)	(Blank)
Freshmen On-Track Rate				
Percentage of Freshmen on-track to graduate from high school. With more personalize supports and a clearer system of grading, we expect to grow this number.	72.90	72.60	80.00	85.00
4-Year Cohort Graduation Rate				
The percentage of our Freshmen four years ago who will graduate this year. This number is heavily influenced by our high mobility rate.	65.70	46.20	60.00	62.50
1-Year Dropout Rate				
Number of students who dropout from Collins.	7.60	7.30	5.00	5.00

College Enrollment Rate

Number of our students who enroll in college. We expect that our early college experiences will improve student familiarity with college and encourage more to enroll.

37.30

39.10

55.00

60.00

College Persistence Rate

Number of our students who enroll in college. We expect that our early college experiences will improve student familiarity with college and better prepare them to persist.

66.00

28.60

50.00

55.00

Average Daily Attendance Rate

Average student attendance. With a better start to our year with attendance, we think we can improve upon this metric.

80.50

80.80

82.50

85.00

Custom metrics

6 of 6 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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4-year College Acceptance Rate

Number of students accepted to a 4-year college.

(Blank)

(Blank)

82.50

85.00

Intent to Attend Match/Over-Match College

Students stating their intention to go to a match/over match college. These are the colleges that the student will most likely graduate from.

(Blank)

(Blank)

55.00

60.00

FASFA

Percentage of students completing an application for financial aide.

(Blank)

(Blank)

95.00

99.00

Average Scholarship Dollars

The average amount of scholarship money earned by our Seniors.

(Blank)

(Blank)

35000.00

40000.00

% of Students Awarded a Scholarship

The percentage of students earning at least one scholarship

(Blank)

(Blank)

50.00

55.00

Look and Feel Score

A rubric for various look-fors at the school that establish a college going culture for students.

(Blank)

(Blank)

90.00

95.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Develop a school-wide mission, vision, and culture that values and incorporated stakeholder feedback and input. Ensure that

-Greater student and stakeholder buy-in to the schools policies and procedures.
-Better collaboration between home and school

-Increased collaboration and teamwork around school-wide policy.
-Improved student behavior

this input extends to decisions made around programming (in-class and extracurricular) and supports provided to parents and the community. Increase and sustain this input by improving regular communication between parents, the community, and the school.

-Increased motivation and support for students.
 -Weekly BAG reports emailed to students
 -Increased curricular/extracurricular opportunities to connect with school

-Improved academic outcomes
 -Invested students
 -Increased effort
 -Increased performance

Tags:
 Feedback, Communication, Vision

Area(s) of focus:
 1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Admin lunch with select students to get feedback on the mission and vision and around other school policy. Surveys for wider student body during lunch times. Admin support during in-class projects around school policy critiques/suggestions.	Thuet/Teachers	Apr 25, 2016 to May 6, 2016	Notes from the lunches	Not started

Feedback

Determine community assets and needs to determine possible opportunities for student identity.	Thuet/Green/Castelaz/Glaspey/Partners	May 2, 2016 to Sep 2, 2016	Interview/Meeting notes	Not started
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Feedback

Create teacher/staff/admin team to draft mission/vision for the school and monitor progress.	Thuet/ILT/Leadership team	May 23, 2016 to Sep 2, 2016	List of Team members/Meeting agenda/Mission-Vision drafts	Not started
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Collaboration

Align programs to the mission/vision of the school. Revisit mission and vision when discussing programming or policy shifts to ensure alignment.	Mission/Vision Team	Jul 11, 2016 to Oct 7, 2016	Statement of Purpose of programming (upon establishment and approval)	Not started
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Accountability

Collect parent and student voice during orientation and both report card pick-ups to determine programming, specifically for electives and arts integration, and extra-curricular needs.	Thuet and GL reps	Apr 14, 2016 to Apr 28, 2017	Notes from parent interactions.	On-Track
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Feedback

Build time/expectations into the T schedule and hold them accountable for parent contacts	Meeks/Leonard	Apr 11, 2016 to Sep 2, 2016	Principal directed prep schedule and expectations	On-Track
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Communication, Accountability

Build parent email list and train them in using email (as needed) to deliver BAG reports and classroom updates. Link to logger system for automatic +/- updates.	Meeks/Castelaz	Jun 27, 2016 to Nov 25, 2016	Email list in Blackboard Connect. Training agendas and sign-in sheets.	Not started
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Communication

Develop events for parents and community members around job seeking and training supports and other issues and topics suggested by parents and the LSC around parent wants and needs.	Thuet/Meeks/Castelaz/Restaino	Apr 14, 2016 to Jun 23, 2016	Calendar of Events	Not started
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Community events

Strategy 2

If we do...

Create a culture that supports students success by supporting the whole student (academic, behavioral, social-emotional). This includes improving structures for affinity groupings, academic remediation (that results in catching students up) and tutoring, counseling and mentorship, the school-wide discipline system, and integrating soft skills into classroom instruction.

...then we see...

-Improved relationships among students and between students and teachers/mentors
 -Peer and Mentor accountability for BAG improvement
 -Early supports for student struggles that prevent individuals from falling through the cracks.

...which leads to...

-Improved BAG performance
 -School-wide structures for support
 -Improved student wellness
 -Increased attendance,
 -Decreased disciplinary infractions
 -Improved college success and early college success

Tags:

Social emotional, Supports, Mentorship, Culture of learning, Tutoring

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Reevaluate school-wide expectation plan and discipline structure with specific modifications and an implementation plan for next year.	Teachers and Culture team staff	May 23, 2016 to Sep 2, 2016	Updated SWEP	Not started

Discipline

Taking some student feedback from this year, develop a peer jury system to run through a Law in American Society elective class. Student voice would support the selection criteria for students in the class, and the structures in place for peer jury process.	Thuet/Sonnentag/Joshua Bennett/Summers	Apr 4, 2016 to Sep 30, 2016	Application process, student list, routing and policy documents surrounding the structure of the peer jury process.	Behind
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Restorative justice, Feedback

Create a plan to develop an affinity group program to focus mentor supports	Leonard/Thuet	Apr 25, 2016 to Jun 17, 2016	Plan of action for Affinity Groups	On-Track
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Climate and Culture, Mentorship, Relationships

Develop application system for mentors. Develop leadership training for student group leaders.	Leonard/ILT	May 25, 2016 to Jun 24, 2016	Application	Behind
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Mentorship

Divide students into affinity groups using teacher and student recommendations, and BAG criteria	Leonard/Teacher Teams	May 2, 2016 to Sep 2, 2016	Student Groupings	Not started
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Mentorship

Develop curriculum/activity sets for affinity group times. Develop growth measurements and structure.	Leonard/Mentors	May 30, 2016 to Jun 23, 2016	Curriculum/Activities/Assessments (of the program)	Not started
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Curriculum Design, Mentorship

Schedule logistics around group meetings and supports for struggling learners. Non-mentor teachers will use time for support and remediation/tutoring while groups meet.	Meeks/Leonard/ILT	Apr 25, 2016 to Sep 2, 2016	Schedule/Principal Directed Prep policies	Behind
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Scheduling, Tutoring, Student support

Build supports/professional development for co-planning and differentiating to meet the needs of diverse learners.	McEwen/Thuet/Leonard	May 30, 2016 to Sep 2, 2016	Cycle of professional learning	Behind
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Professional Learning, Collaboration

Schedule Resource class to support diverse learner's success in the co-taught environment.	McEwen/Meeks	May 2, 2016 to Sep 2, 2016	Schedule	On-Track
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Diverse Learners, Scheduling

Develop MTSS structures to identify students in need of tier 2 and 3 supports and monitor the progress of specific interventions.	McEwen/Castelaz/Bennett	May 9, 2016 to Sep 30, 2016	Tier definitions/ Meeting Cycle	Not started
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MTSS, Supports

Build out structures for placing S in and out of Reading (Wilson/Read 180) and Math (extended algebra) interventions for Freshmen (and select older students) who come in below grade level.	McEwen/Leonard/Meeks/Thuet	May 2, 2016 to Sep 2, 2016	Rosters for Read 180/Wilson/Alg. Extended.	On-Track
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Intervention, Academic supports

Build soft skill integration into collaborative planning to embed teaching and assessment of grade level specific soft skills.	Leonard/Umoja/Course Teams	May 2, 2016 to Jun 30, 2017	Unit/Lesson Plans/Soft Skill scope and sequence	Not started
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Behavior supports;, Persistence, Organization

Strategy 3

If we do...

Develop an academic program designed specifically to engage all students in instruction that will prepare them to complete post-secondary level coursework while still attending Collins. This will include shifts toward block scheduling, grading for mastery, interdisciplinary planning, vertical and horizontal curricular alignment.

...then we see...

- Interdisciplinary lessons and planning
- Teachers observing and giving feedback to one another on plans and practices
- Teachers using specific protocols during common planning time to analyze plans, practice, and student work.
- Increased time in class to dig deep into rigorous tasks/texts
- Increased opportunities for college level electives
- Fewer classes to help increase focus and speed up intervention for students
- Increased cross-curricular opportunities with smaller teacher teams and more class time.
- Opportunities to build soft skills into curriculum and class structure
- Consistent meaning for grades at Collins
- Clearer expectations and opportunities for student success across the school
- Clearer assessment of student mastery and effort
- Clear understanding of specific student misconceptions and opportunities for support.
- Students engaged in classwork
- Teachers teaching common strategies and/or topics
- Students hearing the same information in multiple ways in multiple classes.

...which leads to...

- Domain 3 scores for teachers rise
- Students know the purpose, are more engaged in class, and teachers know specifically where students are in mastering the standards.
- Student grades, PARCC, and SAT scores rise.
- Students leaving Collins with College credit and experience.
- Increased on track rates and GPAs
- Increased rigor in classes
- Improved grades and performance in class
- Higher number of S with 3.0+ GPAs (prepared for college)
- More students on track to graduate.
- Increased attendance
- Improved S achievement across the classes (increased GPA and test scores)

Tags:

Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Gather data, collaborate around professional readings, and develop a common purpose around grading.	Leonard/Thuet	Apr 25, 2016 to Jun 17, 2016	Professional Readings, Meeting agendas and a written purpose around grading.	On-Track

Collaboration, Professional text, Grading policy

Develop common parameters around Gradebook categories weights, make-up work policies, and redo policies for implementation in the SY17 school year.	ILT	Apr 25, 2016 to Jun 17, 2016	Meeting Agendas and written Collins grading policy	On-Track
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Gradebook

Schedule volunteer core teachers at the Freshmen and Junior levels for double period (block) classes for the SY17 school year	Meeks/Thuet/Core Teachers	Apr 11, 2016 to Sep 2, 2016	2016-17 Schedule	On-Track
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Scheduling

Seek out PD opportunities to support block teachers. Create model classrooms for school-wide implementation during the SY18 school year.	Meeks/Thuet/Leonard/Core Teachers	Apr 25, 2016 to Sep 2, 2016	PD opportunities scheduled	Not started
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Professional development

Vote on full block schedule for the SY18 school year.	Meeks/Thuet/Union Rep	Mar 1, 2017 to Apr 21, 2017	Mock schedules/Official vote	Not started
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Scheduling

Develop training and support plans for all Collins staff around block scheduling shifts.	Meeks/Thuet/Leonard/Coyle Teachers	Sep 5, 2016 to Jun 16, 2017	PD plan	Not started
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Professional Learning

Create schedules that allow for common planning and cohorts of students that have the same classes including instructional and	Thuet/Meeks	Apr 14, 2016 to May 6, 2016	Skeleton Schedule	On-Track
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Scheduling

Develop cycle of professional learning that will encourage teachers to collaborate both within course teams and across courses (at the same GL) around focus component(s) of instruction	Thuet/ILT	May 6, 2016 to Sep 2, 2016	Cycle Plan	Not started
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Cycles of professional learning

Monitor teacher teams for implementation of the cycle including attending team meetings, monitoring artifacts, and observing instructional adjustments	Thuet/Principal/Leonard/Coach	Sep 6, 2016 to Jun 16, 2017	Artifacts, Agendas, Admin Observation	Not started
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Accountability

Collect data and evaluate progress at the end of each quarter. Adjust Cycle at the end of the semester and year to focus around goal.	Teacher Teams/Admin	Oct 7, 2016 to Jun 22, 2018	Learning Walk data/Student work data	Not started
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Accountability, Evaluation

Seek out and schedule PD opportunities to increase classroom level engagement	Leonard/ILT	Apr 25, 2016 to Jun 30, 2016	PD information and quotes/PD schedule	On-Track
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Professional Learning

Identify ways to build real world and culturally relevant curriculum in small course and grade level teams.	ILT/Leadership Team	May 23, 2016 to Sep 6, 2016	Scheduling for course team/List of outcomes/Summer PD plan	Not started
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Curriculum Design

Mandate collaboration requirements for teacher teams (including common assessments, strategies, and/or topics/questions)

ILT/Leonard/Thuet

May 16, 2016 to Sep 2, 2016

PD cycle plan with outcomes/Written expectations for meeting time.

Not started

Collaboration

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Admin lunch with select students to get feedback on the mission and vision and around other school policy. Surveys for wider student body during lunch times. Admin support during in-class projects around school policy critiques/suggestions. Tags: Feedback, Communication, Vision, Feedback</p>	Thuet/Teachers	Apr 25, 2016	May 6, 2016	Not started
<p>✚ Determine community assets and needs to determine possible opportunities for student identity. Tags: Feedback, Communication, Vision, Feedback</p>	Thuet/Green/Castelaz/Glasper/Partners	May 2, 2016	Sep 2, 2016	Not started
<p>✚ Create teacher/staff/admin team to draft mission/vision for the school and monitor progress. Tags: Feedback, Communication, Vision, Collaboration</p>	Thuet/ILT/Leadership team	May 23, 2016	Sep 2, 2016	Not started
<p>✚ Align programs to the mission/vision of the school. Revisit mission and vision when discussing programming or policy shifts to ensure alignment. Tags: Feedback, Communication, Vision, Accountability</p>	Mission/Vision Team	Jul 11, 2016	Oct 7, 2016	Not started
<p>✚ Collect parent and student voice during orientation and both report card pick-ups to determine programming, specifically for electives and arts integration, and extra-curricular needs. Tags: Feedback, Communication, Vision, Feedback</p>	Thuet and GL reps	Apr 14, 2016	Apr 28, 2017	On-Track
<p>✚ Build time/expectations into the T schedule and hold them accountable for parent contacts Tags: Feedback, Communication, Vision, Communication, Accountability</p>	Meeks/Leonard	Apr 11, 2016	Sep 2, 2016	On-Track
<p>✚ Build parent email list and train them in using email (as needed) to deliver BAG reports and classroom updates. Link to logger system for automatic +/- updates. Tags: Feedback, Communication, Vision, Communication</p>	Meeks/Castelaz	Jun 27, 2016	Nov 25, 2016	Not started
<p>✚ Develop events for parents and community members around job seeking and training supports and other issues and topics suggested by parents and the LSC around parent wants and needs. Tags: Feedback, Communication, Vision, Community events</p>	Thuet/Meeks/Castelaz/Restaino	Apr 14, 2016	Jun 23, 2016	Not started
<p>✚ Reevaluate school-wide expectation plan and discipline structure with specific modifications and an implementation plan for next year. Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Discipline</p>	Teachers and Culture team staff	May 23, 2016	Sep 2, 2016	Not started
<p>✚ Taking some student feedback from this year, develop a peer jury system to run through a Law in American Society elective class. Student voice would support the selection criteria for students in the class, and the structures in place for peer jury process. Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Restorative justice, Feedback</p>	Thuet/Sonnentag/Joshua/Bennett/Summers	Apr 4, 2016	Sep 30, 2016	Behind

District priority and action step	Responsible	Start	End	Status
<p>✚ Create a plan to develop an affinity group program to focus mentor supports</p> <p>Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Climate and Culture, Mentorship, Relationships</p>	Leonard/Thuet	Apr 25, 2016	Jun 17, 2016	On-Track
<p>✚ Develop application system for mentors. Develop leadership training for student group leaders.</p> <p>Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Mentorship</p>	Leonard/ILT	May 25, 2016	Jun 24, 2016	Behind
<p>✚ Divide students into affinity groups using teacher and student recommendations, and BAG criteria</p> <p>Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Mentorship</p>	Leonard/Teacher Teams	May 2, 2016	Sep 2, 2016	Not started
<p>✚ Develop curriculum/activity sets for affinity group times. Develop growth measurements and structure.</p> <p>Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Curriculum Design, Mentorship</p>	Leonard/Mentors	May 30, 2016	Jun 23, 2016	Not started
<p>✚ Schedule logistics around group meetings and supports for struggling learners. Non-mentor teachers will use time for support and remediation/tutoring while groups meet.</p> <p>Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Scheduling, Tutoring, Student support</p>	Meeks/Leonard/ILT	Apr 25, 2016	Sep 2, 2016	Behind
<p>✚ Build supports/professional development for co-planning and differentiating to meet the needs of diverse learners.</p> <p>Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Professional Learning, Collaboration</p>	McEwen/Thuet/Leonard	May 30, 2016	Sep 2, 2016	Behind
<p>✚ Schedule Resource class to support diverse learner's success in the co-taught environment.</p> <p>Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Diverse Learners, Scheduling</p>	McEwen/Meeks	May 2, 2016	Sep 2, 2016	On-Track
<p>✚ Develop MTSS structures to identify students in need of tier 2 and 3 supports and monitor the progress of specific interventions.</p> <p>Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, MTSS, Supports</p>	McEwen/Castelaz/Bennett	May 9, 2016	Sep 30, 2016	Not started
<p>✚ Build out structures for placing S in and out of Reading (Wilson/Read 180) and Math (extended algebra) interventions for Freshmen (and select older students) who come in below grade level.</p> <p>Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Intervention, Academic supports</p>	McEwen/Leonard/Meeks/Thuet	May 2, 2016	Sep 2, 2016	On-Track
<p>✚ Build soft skill integration into collaborative planning to embed teaching and assessment of grade level specific soft skills.</p> <p>Tags: Social emotional, Supports, Mentorship, Culture of learning, Tutoring, Behavior supports, Persistence, Organization</p>	Leonard/Umoja/Course Teams	May 2, 2016	Jun 30, 2017	Not started
<p>✚ Gather data, collaborate around professional readings, and develop a common purpose around grading.</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Collaboration, Professional text, Grading policy</p>	Leonard/Thuet	Apr 25, 2016	Jun 17, 2016	On-Track
<p>✚ Develop common parameters around Gradebook categories weights, make-up work policies, and redo policies for implementation in the SY17 school year.</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Gradebook</p>	ILT	Apr 25, 2016	Jun 17, 2016	On-Track
<p>✚ Schedule volunteer core teachers at the Freshmen and Junior levels for double period (block) classes for the SY17 school year</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Scheduling</p>	Meeks/Thuet/Core Teachers	Apr 11, 2016	Sep 2, 2016	On-Track

District priority and action step	Responsible	Start	End	Status
<p>✦ Seek out PD opportunities to support block teachers. Create model classrooms for school-wide implementation during the SY18 school year.</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Professional development</p>	Meeks/Thuet/Leonard/Core Teachers	Apr 25, 2016	Sep 2, 2016	Not started
<p>✦ Vote on full block schedule for the SY18 school year.</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Scheduling</p>	Meeks/Thuet/Union Rep	Mar 1, 2017	Apr 21, 2017	Not started
<p>✦ Develop training and support plans for all Collins staff around block scheduling shifts.</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Professional Learning</p>	Meeks/Thuet/Leonard/Core Teachers	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Create schedules that allow for common planning and cohorts of students that have the same classes including instructional and</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Scheduling</p>	Thuet/Meeks	Apr 14, 2016	May 6, 2016	On-Track
<p>✦ Develop cycle of professional learning that will encourage teachers to collaborate both within course teams and across courses (at the same GL) around focus component(s) of instruction</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Cycles of professional learning</p>	Thuet/ILT	May 6, 2016	Sep 2, 2016	Not started
<p>✦ Monitor teacher teams for implementation of the cycle including attending team meetings, monitoring artifacts, and observing instructional adjustments</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Accountability</p>	Thuet/Principal/Leonard/Coach	Sep 6, 2016	Jun 16, 2017	Not started
<p>✦ Collect data and evaluate progress at the end of each quarter. Adjust Cycle at the end of the semester and year to focus around goal.</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Accountability, Evaluation</p>	Teacher Teams/Admin	Oct 7, 2016	Jun 22, 2018	Not started
<p>✦ Seek out and schedule PD opportunities to increase classroom level engagement</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Professional Learning</p>	Leonard/ILT	Apr 25, 2016	Jun 30, 2016	On-Track
<p>✦ Identify ways to build real world and culturally relevant curriculum in small course and grade level teams.</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Curriculum Design</p>	ILT/Leadership Team	May 23, 2016	Sep 6, 2016	Not started
<p>✦ Mandate collaboration requirements for teacher teams (including common assessments, strategies, and/or topics/questions)</p> <p>Tags: Cycles of professional learning, Scheduling, Student engagement, Grade system, Collaboration, Collaboration</p>	ILT/Leonard/Thuet	May 16, 2016	Sep 2, 2016	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial

assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.

5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

ALSC review of school plans, mission, and vision.
Wider parent surveys and forums particularly during report card pickup events.

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

The Annual meeting was held on November 10, 2016 at 11:00am. The PAC organizational meeting was held on November 10, 2016 at 11:30am. During this time the parents voted on a time table that outlined meeting dates and times. Every meeting date will be posted on the doors of the school two weeks prior to the meeting. The LSC and PAC parents will contact other parents to come to the meetings through various forms of communication.

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.

Orientation scheduling sessions, Open house and report card pick up days, and PAC meetings. The information on Title 1 will be summarized and provided to parents in a one-pager that explains how they can help their child be successful.

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.

ILT will review PAC suggestions and determine how best to incorporate parent suggestions. ILT members will then report back to the PAC and work with them and school administration to carry out the policy shifts.

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

Parents will receive PARCC, PSAT and SAT scores by mail or during report card pick-ups depending on the timing of the assessments. Parents will also have the opportunity to pick these up from the school after the distribution date.

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

The letter will go out to the families of any students in classes without a highly qualified teacher.

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.

Family engagement nights, curriculum sessions at report card pick-up and teacher presentations at the request of the PAC.

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

Parent portal and BAG training during report card pick-up

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.

Holding teachers accountable for regular mentor and/or grade level phone calls. Expectations around family contact and struggling students.

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

Parent support and participation in career days.

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.

Letters and robo-calls sent out in English (and if necessary Spanish). Communications periodically reviewed and/or vetted by PAC.

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.)

As the hub of the North Lawndale community, we commit to the growth and success of all our students by providing: Rigorous educational opportunities that incorporate social-emotional supports; Integrated athletic, artistic, and technological experiences; and Early college and career exposure to prepare students to think globally, serve locally.

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

There were a series of parent-teacher conferences through out the year, depending on the objective of the meeting. During the week of August 15-19, parents and teachers were able to speak to each during grade level orientations. Open house, which was held on October 27, 2016, allowed parents to speak with teachers. Then we have report card pick ups, the first one was held on November 10 and the second one will be held on April 20, 2017.

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

Progress Reports or Report Cards every 4-5 weeks. Reports are sent home or can be picked up by parents. Students receive a BAG (Behavior, attendance, and grades) report weekly in order to keep their parents aware of their progress.

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

Parent calls will be returned by staff within 24 hours. PCs will be scheduled in the conference room during a time when parents are available and the teacher has a prep period. Parents will not be allowed to meet with staff members during instructional time.

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.

Various curricular projects and demonstrations during and after school. Parents who desire to volunteer at the school must complete a parent volunteer packet from CPS. This packet was be complete and approved by CPS before the parent can begin to volunteer at the school. The parent will be given specific duties to follow and are expected to follow them.

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

Monitoring student BAG reports. Coordinating with teachers when students do not meet expectations. Celebrating students when they exceed expectations.

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

Parents have a voice through the ALSC and the PAC. Parents also have a voice in trips and events at the school by helping to plan and then participate in them.

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

Students will own their BAG reports making themselves accountable for their Behavior, Attendance, and Grades by monitoring their weekly BAG reports and earning Warrior points to level up to specific school privileges.

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.

Monthly meetings with quarterly foci: Q1-understanding the programs, curriculum and supports offered. Q2-training on how to access and support these offerings. Q3 - Participate in the offerings and get involved with their students. Q4- Feedback and planning for the following year.

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.	\$ 500 .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.	\$ 300 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 640 .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)	\$ 720 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 100 .00

54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	<table border="1"> <tr> <td>\$</td> <td>0</td> <td>.00</td> </tr> </table>	\$	0	.00
\$	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.	<table border="1"> <tr> <td>\$</td> <td>0</td> <td>.00</td> </tr> </table>	\$	0	.00
\$	0	.00			
53510	Postage Must be used for parent involvement programs only.	<table border="1"> <tr> <td>\$</td> <td>100</td> <td>.00</td> </tr> </table>	\$	100	.00
\$	100	.00			
53306	Software Must be educational and for parent use only.	<table border="1"> <tr> <td>\$</td> <td>Amount</td> <td>.00</td> </tr> </table>	\$	Amount	.00
\$	Amount	.00			
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	<table border="1"> <tr> <td>\$</td> <td>200</td> <td>.00</td> </tr> </table>	\$	200	.00
\$	200	.00			