



Sarah E. Goode STEM Academy (/school-plans/531) / Plan summary

## 2016-2018 plan summary

### Team

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## Team meetings

Date	Participants	Topic
03/08/2016	Department Chairs and Grade Level Chairs	SEF
03/22/2016	ILT	SEF and Priorities
03/09/2016	Parent Meeting	Priorities

## School Excellence Framework

### Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

Score

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

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After data was collected and shared with the committee it was decided that a rating of 2 would best fit this particular descriptor. The school's vision and core beliefs were readily available (on the school drive) for staff and community (PAT meetings and newsletters) and were determined to help set the direction and create a sense of purpose to drive the curriculum and instruction. Data, from a 5 Essentials aligned questionnaire, in regards to empowering others to make significant decisions showed a mixed response. 86% of teachers did not feel they had input in regards to discretionary funds, while at the same time they did feel they had influence over instructional materials (80%). Over half the teaching staff believe many teachers are not helping to maintain discipline outside of class. Only 56% of teachers believe curriculum is focused on helping students get ready for college, which aligns with our school's core beliefs. While the data suggests there is a clear vision and set of core beliefs, the decisions that are being made in regards to them appear to be driven mostly by administration. Data also suggests that there are inconsistencies in some areas in regards to the collective responsibility for meeting our school's vision and core beliefs.

## Guide for Leadership & Collective Responsibility

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

## Evidence, Measures, and Standards

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

### Instructional Leadership Team:

Score

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

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The ILT is comprised of a diverse group of teachers who focus on examining data to inform school-wide instructional improvement systems. This year, the ILT began the work of transitioning to a standards-based grading system. This team supported teachers as they transitioned from College Readiness Standards to the CCSS. They conducted learning walks and examined student performance data in order to inform what our Target Instructional Area(TIA) would be. Goode's TIA is Academic Discourse, and they will work over the course of the summer to develop cycles of continuous improvement which focus on powerful instructional practices that support Academic Discourse.

### Guide for Instructional Leadership Team

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

### Evidence, Measures, and Standards

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

**Professional Learning:**

Score

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

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The professional learning opportunities that has been offered to teachers from Semester I and Semester II has consistently included grade level meetings, New Teacher PLC, technology training, and Common Core implementation. Of these professional learning opportunities we found that the majority of the learning is in the form of grade level meetings and technology training. Additionally, teachers have the opportunity to request coaching support in one or more of the following areas; classroom observations, co-teaching, planning, resources, and student work analysis. Of these types of supports the most requested is classroom observations. However, after carefully looking at this data, we assign professional learning a score of 2. While we found some consistency in the type of professional learning (i.e., New Teacher PLC, Common Core implementation, and canvas training) that is being offered we did not find consistency on the topics covered on Flex professional learning days. Due to the disconnect between the support for new teachers, Common Core implementation, and canvas training; and the various topics on Flex professional learning resulted in poor implementation or no implementation of learning. Our next sept is to connect topics for Flex Professional Learning to support the school wide vision of full Common Core implementation.

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

#### Aligned Resources:

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

#### Score

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We redesigned our school day to accommodate Daley students through block scheduling and the addition of single periods. Budget alignment fulfills our school mission and STEM focus through purchasing Chromebooks and interactive Smartboards for every classroom, implementing the research based programs Think Through Math and Achieve 3000 to close achievement gaps, and applying for five grants as well as charging for facility usage to maximize dollars. We have an 86% teacher retention rate, a collaborative and multi- step hiring process, four teachers qualified to teach dual enrollment, and three teachers certified in ESL/WIDA. Our community outreach efforts include monthly PAC meetings and phone conversations with the Alderman, a weekly newsletter for students and parents, and partnerships with the following organizations: Gardineers, After School Matters, Chicago Food Depository, and the Good Life Alliance.

#### 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
Measures	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

### Curriculum:

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

Score

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There is a general lack of consistency in all of the subcategories for this group including: Adhering to CPS Content Frameworks, Aligning units of instruction, Utilizing "big ideas", Exposing and extending opportunities for all students to grade appropriate texts and tasks, engaging all learners, integration of SEL, and Use of real world application.

### 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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum->

resources)), colleges, universities, and community based organizations.

## Evidence, Measures, and Standards

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

### Instructional Materials:

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

Score

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Across the board, instructional materials are not developed for student's developmental appropriateness. Materials for DL and EL students are not differentiated and text are not based on their learning levels or primary language. Technology is integrated into instruction to provide students with opportunities to engage with texts and content.

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

## Evidence, Measures, and Standards

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

### Rigorous Student Tasks:

Score

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

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There is inconsistent to no evidence for rigorous academic student expectations. Some aspects that are lacking includes teaching persistence, peer to peer editing, projects that have an authentic audience and cross curricular lessons.

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

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

Score

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

1 2 3 4

Students have been exposed to College and Career through classroom experiences, college and job site visits, and through summer programs for Freshmen and Sophomores. Although the summer program was well attended by the Freshmen, the Sophomore program was not well attended. Parent information sessions have been held, but the attendance has been low at several of the events. We lack data on college persistence as this is our first graduating class. Naviance has been used in Senior Seminar and students have completed at least 3 college applications, but other grade levels have not adopted the use of Naviance fully. Cambridge ACT data for current juniors has revealed that less than 10% of students are hitting college benchmarks according to college readiness standards.

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

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

- Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
- Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
- Applying to multiple colleges—generally three or more.
- Navigating financial aid and capitalizing on grant and scholarship opportunities.

## Evidence, Measures, and Standards

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

## 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

62% of our building is being rated at Unsatisfactory or Basic for Domain 3. While each of the components in Domain 3 have similar REACH scores, component 2 (Using Questioning and Discussion Techniques) rates particularly low (2.22). In comparison, the scores for Component 1 (Communicating with Students) is higher (2.54). Our suggestions for areas to improve in are: Using Questioning and Discussion Techniques and Engaging Students in Learning.

## Guide for Instruction

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

- Intervene in a timely and effective way to help students who are struggling.
- When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
- Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

## Evidence, Measures, and Standards

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

### Multi-Tiered System of Support:

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

Score

1 2 3 4

Goode teachers meet in grade-level meetings bi-weekly to plan tier 2 and 3 academic interventions for students who are failing classes. Our Overall off-track rate as of week 20 was 90.2%, which is an increase of over 6%, however is still below our school-wide goal of 95%. Our behavioral health team is currently implementing tier 2 and 3 behavior interventions such as CICO, individual and group counseling services, and leadership classes. Counselors and teachers collaborate to update PLP goal and interventions. Based on ILT consensus, the rating is a one because, while structures are in place for a comprehensive and effective MTSS system, the programs are being used by teachers and staff on a very limited basis.

### 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	<ul style="list-style-type: none"> <li>✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use)</li> <li>✓ Evidence of Personal Learning Plan (PLP) implementation</li> <li>✓ Integrated data system that informs instructional choices</li> <li>✓ Flexible learning environments</li> <li>✓ Use of student learning plans</li> <li>✓ Use of competency-based assessments</li> <li>✓ Use of personalized learning rubric</li> <li>✓ Evidence of On Track monitoring and supports</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Attendance Rates</li> <li>✓ Course success rates (e.g. grade distributions, pass/failure rates)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> <li><a href="#">2d. Managing Student Behavior</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> <li><a href="#">4b. Maintaining Accurate Records</a></li> </ul>
CPS Performance Standards for School Leaders	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

"Goode teachers meet in grade-level meetings bi-weekly to plan tier 2 and 3 academic interventions for students who are failing classes. Our overall off-track rate as of week 20 was 90.2%, which is an increase of over 6%. However, this is still below our school-wide goal of 95%.

When examining school-wide Domain 1 averages, areas that relate to MTSS (1a, 1b, and 1d) average 2.62, which is mid-basic. Our behavioral health team is currently implementing tier 2 and 3 behavior interventions such as CICO, individual and group counseling services, and leadership classes.

Counselors and teachers collaborate to update PLP goal and interventions.

### Guide for Balanced Assessment & Grading

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

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

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

Score

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

1 2 3 4

Students receive recognition for academic success during the semester honors assemblies. Students are taught the good life habits in classrooms, however, this is somewhat inconsistent. Students receive weekly bag reports as a form of feedback.

## Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
  - Use strategies to reinforce and cultivate student curiosity.
  - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
  - Consistently communicate the expectation that all students can achieve at high levels.
  - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
  - Clearly display school-wide expectations for academic and personal success throughout the building.
  - Set high expectations according to grade-appropriate learning objectives.
  - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
  - Recognize high levels of student achievement. All students receive recognition.
  - Encourage student resilience and hard work.
  - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
  - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.

- **Provide students frequent, informative feedback.**
  - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
  - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
  - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
  - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
  - Employ strategies including ongoing monitoring and support of students' academic behaviors.
  - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

## Evidence, Measures, and Standards

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

### Relational Trust:

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

### Score

1 2 3 4

Some adults serve as mentor and some students check-in with adults. CICO program was built, however roll out did not occur until March. A greater proportion of interactions are corrective rather than positive, as evident by merit/demerit data. According to survey results only 52% of student feel that teachers pay attention to all students, not just the students at the top of the class.

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

## EVIDENCE, MEASURES, AND STANDARDS

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

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

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

Score

1 2 3 4

Students have access to a wide range of extracurricular activities such as athletics, fine arts, clubs, STEM experiences, and leadership opportunities. Many of these programs are new and still being developed. Students ambassadors are used for decision making, and we host student town halls where all students can have a voice in decision making.

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

**Safety & Order:**

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

Score

1 2 3 4

We have a merit and demerit system that is designed to positively reinforce good behaviors as well as provide corrective feedback for negative behaviors. As of week 20, our overall suspension rate has been reduced by 69%.

**Guide for Safety & Order**

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

**Evidence, Measures, and Standards**

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

**Restorative Approaches to Discipline:**

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

Score

1 2 3 4



school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

The NACT team meets to discuss and organize systems that support a restorative environment. There is an advisory curriculum that incorporates the SEL Standards, however, implementation is inconsistent. We have held restorative justice PDs with the assistance of a restorative justice coach granted to us by OESL. This year, we enacted our first behavioral health team.

### Guide for Restorative Approaches to Discipline

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

### Evidence, Measures, and Standards

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

#### Parent Partnership:

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

Score

1 2 3 4

We have a core group of parents who volunteer consistently, but besides that group, parent engagement is inconsistent.

## 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	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> </ul>
	<ul style="list-style-type: none"> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

## School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus						
1	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
1	Expectations for depth & breadth of Quality Teaching: Instruction	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
1	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			
1	Expectations for depth & breadth of Student Learning: Curriculum	<table border="1"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>☐</td> </tr> </table>	1	2	3	4	5	☐
1	2	3	4	5	☐			

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

Goals

Required metrics (Highschool)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
<b>My Voice, My School 5 Essentials Survey</b>				
During the next two years Goode will move from a school that is organized to a school that is well organized for school improvement. This will be achieved by a greater emphasis on teacher input into the decision processes of the school as well as a focus on a more coherent and focused school improvement plan.	(Blank)	(Blank)	(Blank)	(Blank)
<b>National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
Goode will target a 2%ile growth school wide and in all priority groups on the college entrance exams. This will be obtained by a implementing tiered assessment to serve as an early indicator of necessary student support and well developed differentiation plan for each course team. Tier II and III support systems will also be implemented to ensure that all students are receiving targeted support on an ongoing and consistent basis.	12.00	(Blank)	20.00	22.00
<b>African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments</b>				
Goode will target a 2%ile growth school wide and in all priority groups on the college entrance exams. This will be obtained by a implementing tiered assessment to serve as an early indicator of necessary student support and well developed differentiation plan for each course team. Tier II and III support systems will also be implemented to ensure that all students are receiving targeted support on an ongoing and consistent basis.	12.00	(Blank)	20.00	22.00

**Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

Goode will target a 2%ile growth school wide and in all priority groups on the college entrance exams. This will be obtained by a implementing tiered assessment to serve as an early indicator of necessary student support and well developed differentiation plan for each course team.Tier II and III support systems will also be implemented to ensure that all students are receiving targeted support on an ongoing and consistent basis.

18.00

(Blank)

22.00

24.00

**English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

Goode will target a 2%ile growth school wide and in all priority groups on the college entrance exams. This will be obtained by a implementing tiered assessment to serve as an early indicator of necessary student support and well developed differentiation plan for each course team.Tier II and III support systems will also be implemented to ensure that all students are receiving targeted support on an ongoing and consistent basis. EL Students in Program will also receive target support through a trained EL teachers in EL content courses.

(Blank)

(Blank)

16.00

18.00

**Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments**

Goode will target a 2%ile growth school wide and in all priority groups on the college entrance exams. This will be obtained by a implementing tiered assessment to serve as an early indicator of necessary student support and well developed differentiation plan for each course team.Tier II and III support systems will also be implemented to ensure that all students are receiving targeted support on an ongoing and consistent basis. DL students who need additional foundational literacy and math skills will be programmed into courses to achieve this goal.

1.00

(Blank)

16.00

18.00

**National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments**

Attainment on the ACT will grow two points each year through a focus on high quality instruction that focuses on depth of understanding over content coverage. Students will be taught to think critically about novel problems leading to higher performance on standardized test scores.

36.00

(Blank)

38.00

40.00

**Freshmen On-Track Rate**

FOT will increase to 95% in two years due to implementing streamlined grade level supports. Grade levels will structures will lead to better monitoring and implementation of intervention of students who are at risk of falling off track. As students matriculate into Goode teachers will be briefed on their individual risk indicators for being on track at the end of their freshman year and provided the requisite interventions.

86.20

79.20

93.00

95.00

**4-Year Cohort Graduation Rate**

Our 4 year graduation rate will be bolstered in the next two years by greater pathway alignment with our Daley component. This will allow students to become even more accelerated in their high school career and ensure that they are on track to graduate high school within four years.

(Blank)

(Blank)

90.00

95.00

**1-Year Dropout Rate**

Our 1 year drop out rate will reduce to 0.10 by ensuring that students enrolled at Goode are provided with wrap-around services and supports that will prevent their need to drop out or transfer. If a student does have to leave Goode our attendance office will implement home visits until that student is re-enrolled at Goode or another institution.

0.20

0.30

0.20

0.10

**College Enrollment Rate**

Due to our partnership with Daley and our greater emphasis on pre-planned pathways we will ensure that our college enrollment increases consistently to 100%.

(Blank)

(Blank)

90.00

95.00

**College Persistence Rate**

A focus on college persistence will be important since in the 2015-2016 school year we are graduating our first class. We will implement One Goal as well as leverage our College and Career Counselor to conduct bi-yearly check-ins and workshops with our graduates to ensure that they reenroll their sophomore year.

(Blank)

(Blank)

80.00

85.00

**Average Daily Attendance Rate**

Our ADA will increase to 95% in the next 2 years by a focus on building a positive academic culture, better incentives systems and by focusing on high quality and rigorous course work.	94.10	93.50	94.00	95.00
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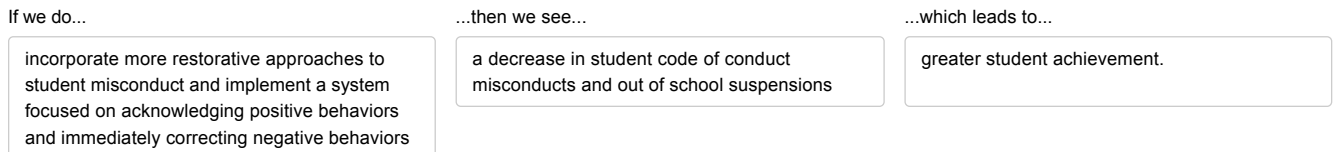
Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
PSAT to SAT Growth				
As CPS switches from the ACT to SAT our focus as a school will shift to familiarizing our students with this assessment. We will target 10th to 11th grade growth on the PSAT to be within the national 50%ile in our first few years of administration through intense PD for teachers around DDI and ensuring that students are provided with the appropriate tasks.	(Blank)	(Blank)	45.00	50.00
CCSS /NGSS Scope and Sequence Designed Using UBD				
Sarah E. Goode STEM Academy will engage in intense professional development for teachers to backwards design all instructional units incorporating CCSS and NGSS.	(Blank)	50.00	75.00	90.00
Problem Based Learning				
As an Early College STEM School it is imperative that our instruction is transdisciplinary and units of study incorporate PBL as often as possible. We will work toward ensuring all course of study incorporate at least 2 PBL units.	0.00	0.00	1.00	2.00

Strategies

Strategy 1



Tags:  
Behavior and Safety, Climate and Culture

Area(s) of focus:  
5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Train disciplinary and counseling teams in restorative practices	Administration	May 2, 2016 to Jul 29, 2016	(Blank)	Not started

**Restorative approaches**

Develop individual classroom management plans with teachers that address student misbehavior early and corrects it.	Instructional Coaches	Aug 22, 2016 to Sep 9, 2016	(Blank)	Not started
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**Behavior and Safety, Restorative approaches**

Create a safe space for restorative conversations with students and teachers.

Student Development/Administration

Jul 4, 2016 to Sep 30, 2016

(Blank)

Not started

#### Restorative approaches

Create a peer conference structure to address student misbehavior and/or other acts that have proven to damage the school community.

Student Development

Sep 5, 2016 to Jun 15, 2018

(Blank)

Not started

#### Restorative approaches

Develop service learning programs that address student social emotional needs as well as fulfills their graduation requirement.

Counseling

May 27, 2016 to Aug 19, 2016

(Blank)

Not started

#### Restorative approaches

Restructure student culture/ student development offices to increase positive interactions between the student, teachers and SD/SC staffs.

Administration

Jun 17, 2016 to Aug 26, 2016

(Blank)

Not started

#### Restorative approaches

Clearly define behaviors that are meritable and demeritable.

Norms, Attitude and Culture Team

Jun 1, 2016 to Aug 26, 2016

(Blank)

Not started

#### Behavior and Safety

Train staff for consistent implementation of schoolwide expectation policy.

Student Culture Team

Aug 22, 2016 to Sep 9, 2016

(Blank)

Not started

#### Culture and climate

Update student/parent handbook and distribute to families detailing acceptable and non-acceptable behaviors.

Administration

Jun 15, 2016 to Aug 26, 2016

(Blank)

Not started

#### Parent engagement

Create a schoolwide incentive calendar that details out month to month how students will be acknowledged.

Student Development Team and Student Council

Jun 24, 2016 to Aug 26, 2016

(Blank)

Not started

#### Pbis

Create a social media campaign to address student behavior online that causes significant concerns to the learning environment.

Counseling

Jun 20, 2016 to Aug 30, 2016

(Blank)

Not started

#### Behavior and Safety

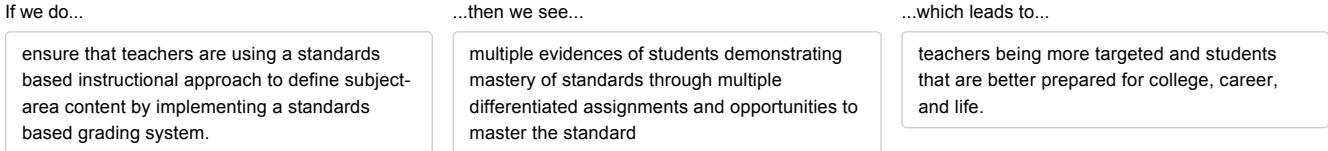
Host semester town hall meetings with students, teachers and parents to review schoolwide expectations and data around culture and climate.	Administration	Sep 5, 2016 to Jun 15, 2018	(Blank)	Not started
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**Family and Community Engagement**

Streamline communication via the school website and emails to create clear lines of communication between the community, families and the school.	Technology Team	Apr 4, 2016 to Sep 23, 2016	(Blank)	Behind
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**Communication**

**Strategy 2**



Tags:  
Assessment

Area(s) of focus:  
2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Develop rubrics aligned to the Common Core State Standards, Next Generation Science Standards or other relevant content standards	Teachers/Course Teams	Sep 8, 2015 to Dec 16, 2016	(Blank)	Not started

**Curriculum Design, Academics**

Field test and revise rubrics utilizing student work protocols in course team meetings.	Teachers/ Course Teams	Apr 1, 2016 to Jun 16, 2017	(Blank)	Not started
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**Curriculum Design, Academics**

Create a school-wide grading policy that is standards aligned and allows students multiple opportunities to demonstrate mastery.	Instructional Leadership Team	Apr 4, 2016 to Aug 19, 2016	(Blank)	Not started
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**Assessment, Academics**

Develop a standards report card template to communicate student progress on grade level standards in a succinct and understandable way.	Administration/Counselors	Jun 17, 2016 to Aug 26, 2016	(Blank)	Not started
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**Assessment, Academics**





Develop teachers in facilitative teaching practices through ongoing professional development that fosters academic discourse and individual/group exploration to build learning in their classrooms.	Instructional Support Team	Nov 25, 2016 to Jun 16, 2017	(Blank)	Not started
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**Professional Learning, Teacher Teams/Collaboration**

Work with course teams to collaboratively develop transdisciplinary units that include authentic projects that assess student mastery of standards.	Teachers and Instructional Support Team	Apr 8, 2016 to Dec 30, 2016	(Blank)	Not started
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**Project-based learning**

Train teachers on assessing and providing students feedback on their ability to communicate (written and verbal) in all disciplines.	ELA Coach	Jun 17, 2016 to Oct 28, 2016	(Blank)	Not started
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**Professional Learning**

Provide teachers with professional text and participate in text analysis protocols around the importance of differentiation and various strategies for implementation.	Instructional Support Team	Aug 26, 2016 to Jun 16, 2017	(Blank)	Not started
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**Professional Learning, Differentiated instruction**

Develop templates to document grouping and differentiation strategies and distribute them to teachers.	Instructional Support Team/ Instructional Leadership Team	Jul 15, 2016 to Oct 28, 2016	(Blank)	Not started
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**Academics, Differentiated instruction**

Provide teachers ongoing feedback on their differentiation plans embedded within their weekly lesson plans and unit plans.	Administration and Instructional Support Team	Sep 5, 2016 to Jun 16, 2017	(Blank)	Not started
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**Professional Learning, Teacher Teams/Collaboration, Differentiated instruction**

Provide ongoing coaching around using data to differentiate for students.	Instructional Support Team	Sep 5, 2016 to Jun 16, 2017	(Blank)	Not started
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**Professional Learning, Data Use**

Engage teachers in adult work protocols to provide peer feedback and reflection around practices.	Teacher Leaders	Sep 5, 2016 to Jun 16, 2017	(Blank)	Not started
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**Professional Learning, Data Use, Differentiated**

**instruction**

**Strategy 4**

If we do...

enhance our post-secondary academic, counseling and support programs

...then we see...

our entire school community committed to the development of each child and each student committed to their own success in college career and life

...which leads to...

better life outcomes for all of our students.

Tags:  
College Access and Persistence

Area(s) of focus:  
4

Action step	Responsible	Timeframe	Evidence for status	Status
Strengthen our partnership with IBM and host more mentor days to increase the interaction between mentor and students.	Administration	May 20, 2016 to Jun 29, 2018	(Blank)	Not started

**College Access and Persistence, Family and Community Engagement**

Utilize Mentor Place during advisory to provide students another adult to guide them in their post secondary exploration.	Administration/Teachers	Aug 1, 2016 to Jun 15, 2018	(Blank)	Not started
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**College Access and Persistence, Family and Community Engagement**

Increase AP and/or dual credit offerings in each department so that each department offers at least 1 course that awards college credit.	Administration/Programmer	May 2, 2016 to Aug 25, 2017	(Blank)	Not started
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**College Access and Persistence**

Expand Naviance use to all grade levels to expose them to Reach, Match and Safety beginning at the Freshman level.	Counseling Department	Sep 5, 2016 to Jun 16, 2017	(Blank)	Not started
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**College Access and Persistence**

Incorporate Post-Secondary transition courses into our instructional program at the junior and senior years.	Administration/Programmer	May 2, 2016 to Jan 27, 2017	(Blank)	Not started
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**College Access and Persistence, Academics**

Realign and communicate the pathways for Daley Associate degrees to increase the number of students graduating within 4 years.	Programmer, Counseling Department and Administration	May 2, 2016 to Sep 5, 2016	(Blank)	Behind
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**College Access and Persistence**

Incorporate biyearly events that focus on STEM career choices and embed opportunities for corporations to attend our college fair. Rebrand our biyearly college fair as a college and career fair focused on STEM careers and IT pathways.

College and Career Coach

Aug 1, 2016 to Jun 30, 2017

(Blank)

Behind

**Stem, Career**

Strategy 5

If we do...

...then we see...

...which leads to...

implement grade level teams and advisories that are constituted by teachers that are committed to their students' success

students receiving early support for academic and behavioral concerns

a decrease in student off track and discipline rates.

Tags:  
MTSS

Area(s) of focus:  
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Select and train teachers in an advisory curriculum that is Social Emotional Learning focused.	Counseling Department	Jun 10, 2016 to Sep 2, 2016	(Blank)	Not started

**Professional Learning, SEL**

Leverage grade level structures to train teachers in co-teaching models that allow for the greatest impact on Tier 1 and 2 supports.	Instructional Support Team	Sep 5, 2016 to Sep 30, 2016	(Blank)	Not started
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**MTSS, Teacher Teams/Collaboration**

Leverage grade level structures to identify students with attendance concerns and route them to the appropriate intervention.	Attendance Team	Sep 6, 2016 to Jun 15, 2018	(Blank)	Not started
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**MTSS, Attendance**

Leverage grade level structures to route students into tier 2 and 3 counseling supports (e.g. UCAN) utilizing classroom data.	Counseling Team	Sep 5, 2016 to Jun 15, 2018	(Blank)	Not started
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Restructure advisory to allow for greater contact with teachers that currently have those students enrolled in their course.	Administration/Programmer	May 2, 2016 to Aug 26, 2016	(Blank)	Not started
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**SEL, Academic**

District priority and action step	Responsible	Start	End	Status
<p>✦ Train disciplinary and counseling teams in restorative practices Tags: Behavior and Safety, Climate and Culture, Restorative approaches</p>	Administration	May 2, 2016	Jul 29, 2016	Not started
<p>✦ Develop individual classroom management plans with teachers that address student misbehavior early and corrects it. Tags: Behavior and Safety, Climate and Culture, Behavior and Safety, Restorative approaches</p>	Instructional Coaches	Aug 22, 2016	Sep 9, 2016	Not started
<p>✦ Create a safe space for restorative conversations with students and teachers. Tags: Behavior and Safety, Climate and Culture, Restorative approaches</p>	Student Development/Administration	Jul 4, 2016	Sep 30, 2016	Not started
<p>✦ Create a peer conference structure to address student misbehavior and/or other acts that have proven to damage the school community. Tags: Behavior and Safety, Climate and Culture, Restorative approaches</p>	Student Development	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ Develop service learning programs that address student social emotional needs as well as fulfills their graduation requirement. Tags: Behavior and Safety, Climate and Culture, Restorative approaches</p>	Counseling	May 27, 2016	Aug 19, 2016	Not started
<p>✦ Restructure student culture/ student development offices to increase positive interactions between the student, teachers and SD/SC staffs. Tags: Behavior and Safety, Climate and Culture, Restorative approaches</p>	Administration	Jun 17, 2016	Aug 26, 2016	Not started
<p>✦ Clearly define behaviors that are meritable and demeritable. Tags: Behavior and Safety, Climate and Culture, Behavior and Safety</p>	Norms, Attitude and Culture Team	Jun 1, 2016	Aug 26, 2016	Not started
<p>✦ Train staff for consistent implementation of schoolwide expectation policy. Tags: Behavior and Safety, Climate and Culture, Culture and climate</p>	Student Culture Team	Aug 22, 2016	Sep 9, 2016	Not started
<p>✦ Update student/parent handbook and distribute to families detailing acceptable and non-acceptable behaviors. Tags: Behavior and Safety, Climate and Culture, Parent engagement</p>	Administration	Jun 15, 2016	Aug 26, 2016	Not started
<p>✦ Create a schoolwide incentive calendar that details out month to month how students will be acknowledged. Tags: Behavior and Safety, Climate and Culture, Pbis</p>	Student Development Team and Student Council	Jun 24, 2016	Aug 26, 2016	Not started
<p>✦ Create a social media campaign to address student behavior online that causes significant concerns to the learning environment. Tags: Behavior and Safety, Climate and Culture, Behavior and Safety</p>	Counseling	Jun 20, 2016	Aug 30, 2016	Not started
<p>✦ Host semester town hall meetings with students, teachers and parents to review schoolwide expectations and data around culture and climate. Tags: Behavior and Safety, Climate and Culture, Family and Community Engagement</p>	Administration	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ Streamline communication via the school website and emails to create clear lines of communication between the community, families and the school. Tags: Behavior and Safety, Climate and Culture, Communication</p>	Technology Team	Apr 4, 2016	Sep 23, 2016	Behind
<p>✦ Develop rubrics aligned to the Common Core State Standards, Next Generation Science Standards or other relevant content standards Tags: Assessment, Curriculum Design, Academics</p>	Teachers/Course Teams	Sep 8, 2015	Dec 16, 2016	Not started
<p>✦ Field test and revise rubrics utilizing student work protocols in course team meetings. Tags: Assessment, Curriculum Design, Academics</p>	Teachers/ Course Teams	Apr 1, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Create a school-wide grading policy that is standards aligned and allows students multiple opportunities to demonstrate mastery.</p> <p>Tags: Assessment, Assessment, Academics</p>	Instructional Leadership Team	Apr 4, 2016	Aug 19, 2016	Not started
<p>✚ Develop a standards report card template to communicate student progress on grade level standards in a succinct and understandable way.</p> <p>Tags: Assessment, Assessment, Academics</p>	Administration/Counselors	Jun 17, 2016	Aug 26, 2016	Not started
<p>✚ Implement standards based grading to students in grade bands 9-10(SY16-17) and 11-12(SY17-18).</p> <p>Tags: Assessment, Assessment, Academics</p>	Administration/Teachers	Aug 22, 2016	Jun 15, 2018	Not started
<p>✚ Train teachers on creating authentic, novel and performance based assessments through department meeting structures.</p> <p>Tags: Assessment, Assessment</p>	Instructional Support Team	Jun 17, 2016	Dec 16, 2016	Not started
<p>✚ Train staff on Understanding by Design model of planning instruction.</p> <p>Tags: Curriculum, Curriculum Design, Academics</p>	Administration/Depaul Partnership	Jun 6, 2016	Jun 30, 2017	Not started
<p>✚ Train teacher leaders on the use of protocols to enhance teacher practice.</p> <p>Tags: Curriculum</p>	Instructional Support Team	Aug 15, 2016	Dec 16, 2016	Not started
<p>✚ Design units aligned to Common Core State Standards, Next Generation Science Standards and other content standards that are transdisciplinary and reflect our identity as a STEM school.</p> <p>Tags: Curriculum, Curriculum Design, Academics</p>	Teachers	May 2, 2016	Dec 30, 2016	Not started
<p>✚ Engage teachers in peer review of their practice during course team meetings.</p> <p>Tags: Curriculum, Professional Learning</p>	Teacher Leaders	Sep 5, 2016	Jun 15, 2018	Not started
<p>✚ Provide teachers ongoing feedback on implementing NGSS and Common Core aligned curriculum utilizing instructional shifts.</p> <p>Tags: Curriculum, Professional Learning</p>	Administration and Instructional Support Team	Sep 5, 2016	Jun 15, 2018	Not started
<p>✚ Develop teachers in facilitative teaching practices through ongoing professional development that fosters academic discourse and individual/group exploration to build learning in their classrooms.</p> <p>Tags: Curriculum, Professional Learning, Teacher Teams/Collaboration</p>	Instructional Support Team	Nov 25, 2016	Jun 16, 2017	Not started
<p>✚ Work with course teams to collaboratively develop transdisciplinary units that include authentic projects that assess student mastery of standards.</p> <p>Tags: Curriculum, Project-based learning</p>	Teachers and Instructional Support Team	Apr 8, 2016	Dec 30, 2016	Not started
<p>✚ Train teachers on assessing and providing students feedback on their ability to communicate (written and verbal) in all disciplines.</p> <p>Tags: Curriculum, Professional Learning</p>	ELA Coach	Jun 17, 2016	Oct 28, 2016	Not started
<p>✚ Provide teachers with professional text and participate in text analysis protocols around the importance of differentiation and various strategies for implementation.</p> <p>Tags: Curriculum, Professional Learning, Differentiated instruction</p>	Instructional Support Team	Aug 26, 2016	Jun 16, 2017	Not started
<p>✚ Develop templates to document grouping and differentiation strategies and distribute them to teachers.</p> <p>Tags: Curriculum, Academics, Differentiated instruction</p>	Instructional Support Team/ Instructional Leadership Team	Jul 15, 2016	Oct 28, 2016	Not started
<p>✚ Provide teachers ongoing feedback on their differentiation plans embedded within their weekly lesson plans and unit plans.</p> <p>Tags: Curriculum, Professional Learning, Teacher Teams/Collaboration, Differentiated instruction</p>	Administration and Instructional Support Team	Sep 5, 2016	Jun 16, 2017	Not started
<p>✚ Provide ongoing coaching around using data to differentiate for students.</p> <p>Tags: Curriculum, Professional Learning, Data Use</p>	Instructional Support Team	Sep 5, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Engage teachers in adult work protocols to provide peer feedback and reflection around practices. Tags: Curriculum, Professional Learning, Data Use, Differentiated instruction</p>	Teacher Leaders	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Strengthen our partnership with IBM and host more mentor days to increase the interaction between mentor and students. Tags: College Access and Persistence, College Access and Persistence, Family and Community Engagement</p>	Administration	May 20, 2016	Jun 29, 2018	Not started
<p>✦ Utilize Mentor Place during advisory to provide students another adult to guide them in their post secondary exploration. Tags: College Access and Persistence, College Access and Persistence, Family and Community Engagement</p>	Administration/Teachers	Aug 1, 2016	Jun 15, 2018	Not started
<p>✦ Increase AP and/or dual credit offerings in each department so that each department offers at least 1 course that awards college credit. Tags: College Access and Persistence, College Access and Persistence</p>	Administration/Programmer	May 2, 2016	Aug 25, 2017	Not started
<p>✦ Expand Naviance use to all grade levels to expose them to Reach, Match and Safety beginning at the Freshman level. Tags: College Access and Persistence, College Access and Persistence</p>	Counseling Department	Sep 5, 2016	Jun 16, 2017	Not started
<p>✦ Incorporate Post-Secondary transition courses into our instructional program at the junior and senior years. Tags: College Access and Persistence, College Access and Persistence, Academics</p>	Administration/Programmer	May 2, 2016	Jan 27, 2017	Not started
<p>✦ Realign and communicate the pathways for Daley Associate degrees to increase the number of students graduating within 4 years. Tags: College Access and Persistence, College Access and Persistence</p>	Programmer, Counseling Department and Administration	May 2, 2016	Sep 5, 2016	Behind
<p>✦ Incorporate biyearly events that focus on STEM career choices and embed opportunities for corporations to attend our college fair. Rebrand our biyearly college fair as a college and career fair focused on STEM careers and IT pathways. Tags: College Access and Persistence, Stem, Career</p>	College and Career Coach	Aug 1, 2016	Jun 30, 2017	Behind
<p>✦ Select and train teachers in an advisory curriculum that is Social Emotional Learning focused. Tags: MTSS, Professional Learning, SEL</p>	Counseling Department	Jun 10, 2016	Sep 2, 2016	Not started
<p>✦ Leverage grade level structures to train teachers in co-teaching models that allow for the greatest impact on Tier 1 and 2 supports. Tags: MTSS, MTSS, Teacher Teams/Collaboration</p>	Instructional Support Team	Sep 5, 2016	Sep 30, 2016	Not started
<p>✦ Leverage grade level structures to identify students with attendance concerns and route them to the appropriate intervention. Tags: MTSS, MTSS, Attendance</p>	Attendance Team	Sep 6, 2016	Jun 15, 2018	Not started
<p>✦ Leverage grade level structures to route students into tier 2 and 3 counseling supports (e.g. UCAN) utilizing classroom data. Tags: MTSS</p>	Counseling Team	Sep 5, 2016	Jun 15, 2018	Not started
<p>✦ Restructure advisory to allow for greater contact with teachers that currently have those students enrolled in their course. Tags: MTSS, SEL, Academic</p>	Administration/Programmer	May 2, 2016	Aug 26, 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 these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

## NCLB Program

NCLB Schoolwide Program

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

NCLB Committee will be formed at the beginning of the school year. This committee will follow the policies established by NCLB.

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 Title 1 and PAC Organizational meetings were held on 9/22/2016 to inform parents of how the NCLB program works. Parents will be notified via email, posting at the school doors. NCLB Committee will be formed at the beginning of the school year. This committee will follow the policies established by NCLB. Parents will be informed of the amount of money allocated and the way in which it can be spent. All members will decide and vote on where the money will be used. It will be explained to parents that these monies are exclusively for parent professional development.

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.

At the start of the school year, we will have informative grade level meetings for parents that describe and explain the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Monthly newsletter will be sent home with information related to school goals and accomplishments. Five weeks into every quarter, parents will be provided with a student progress report and if it is required, a parent-teacher conference will be scheduled. Parents will receive report cards 4 times during the school year in which parents will have the opportunity to meet twice with the classroom teachers.

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.

At the start of the school year, we will have informative grade level orientations for parents that describe and explain the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Monthly newsletter will be sent home with information related to school goals and accomplishments. Five weeks into every quarter, parents will be provided with a student progress report and if it is required, a parent-teacher conference will be scheduled. Parents will receive report cards 4 times during the school year in which parents will have the opportunity to meet twice with the classroom teachers.

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.

As the school receives State assessments, school counselor will make sure parent receives a copy of child's performance on State assessments. We will also send information home by using the Parent Portal on IMPACT in order for parents to monitor student progress such as attendance and grades. This can also be used as a communication tool with teachers.

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.

After school is notified, we are required to notify parents that their child's teacher is not "Highly Qualified." Letters will be sent home notifying the parents about their classroom teacher not being Highly Qualified.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

Our school has informative grade level meetings for parents that explain the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternative assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Principal will also explain procedures through LSC, BAC, and PTA meetings.

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.

At the beginning of each school year, teachers have parent workshops that provide informational resources, and materials and training, including literacy and ESL training and technology, as appropriate, to assist parents in working with children to improve their academic achievement, and to encourage increased parental involvement. The school also provides computers, ESL and Literacy Night each year to assist and promote parent involvement with their children at home as well as school.

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.

School administration stresses the importance of parent/school relations through weekly teacher/staff meetings.

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.

Our school program stresses and encourages as much parent involvement as possible to further nurture their child's potential. Our school will schedule parents to volunteer and encourage them to check out books.

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.

Our school provides information to parents in their native language through notes to parents, newsletters and school calendars. The school also posts parent announcements on the CPS Parent Portal.

#### 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.)

Sarah E. Goode continually provides high quality educational experiences and equal opportunities to learn for all students. We provide academic and emotional support in a caring, nurturing environment. We foster strong parental and community involvement. Gaining knowledge on research based practices and establishing strong literacy and math skills is the heart of our instruction development.

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.

Two parent Report Card Pick-up November and April. Student progress report 5 weeks into every quarter. Distribution dates October, December, March and May. Parents are always welcomed to our school teachers communicate with parents.

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

PSAT reports, ACT Reports, Report Card Pick up, Progress Reports. Six weeks into every week quarter progress report are distributed to parents. Parents are always welcomed to our school. Teachers communicate with parents via agenda, text, email and telephone.

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

Teachers are available to meet with parents before school and also during preparation periods. If the occasion calls for a parent-teacher conferences during the school day, coverage is provided to the teacher.

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

Parents are welcome to volunteer at the school. Teachers will provide a schedule with times in which they can come and support students. All parent volunteers must have a background check and TB test. Teacher will provide parents opportunities to volunteer in different activities such as field trips, classroom celebrations or teacher help. Teacher will schedule a time and day so all parents will have an opportunity to participate.

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

The teacher will assign different tasks to the parents such as support in small groups, making copies, bulletin boards, and provide student materials to accomplish task assigned by the teacher etc.

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

When students are failing, parents are notified immediately via phone or email, a parent conference is scheduled and a remediation plan is put into place. If needed, the remediation plan will be revised after 5 weeks of implementation

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).

Each parent, student, teacher and administrator will fill out a compact to ensure the commitment. At the beginning of the school year, parents will have the opportunity to meet teachers in the open house and participate in different events such as Literacy Night, Science Fair, school assemblies and award ceremonies. Administration will do a daily walkthrough in order to make sure that the school is ready to function. Students and teachers will be acknowledged for perfect attendance. All faculty and staff will model positive behaviors to students.

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.

Teachers will present to parents strategies used in the classroom to support students. Parents will have the opportunity to attend conferences.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 500 .00

53405	<b>Supplies</b> In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$	500	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	822	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	1000	.00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$	Amount	.00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	1000	.00
54565	<b>Reimbursements</b> Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	500	.00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$	Amount	.00
53306	<b>Software</b> Must be educational and for parent use only.	\$	Amount	.00
55005	<b>Furniture and Equipment</b> Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$	Amount	.00