Richard T Crane Medical Preparatory HS (/school-plans/519) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/26/2016	Daniel Washco, Jennifer Lee, Michael Bokar, KZ Mendoza, Anthony Suarez, Gabriel Mejia, Toya Murray, Christopher Robbins, Reginald York, Fareeda Shabazz	CIWP Action Plan

05/03/2016	Daniel Washco, Jennifer Lee, Michael Bokar, KZ Mendoza, Anthony Suarez, Gabriel Mejia, Toya Murray, Christopher Robbins, Reginald York, Fareeda Shabazz	CIWP Action Plan
05/10/2016	Daniel Washco, Jennifer Lee, Michael Bokar, KZ Mendoza, Anthony Suarez, Gabriel Mejia, Toya Murray, Christopher Robbins, Reginald York, Fareeda Shabazz	CIWP Action Plan
05/10/2016	Daniel Washco, Jennifer Lee, Michael Bokar, KZ Mendoza, Anthony Suarez, Gabriel Mejia, Toya Murray, Christopher Robbins, Reginald York, Fareeda Shabazz	CIWP Working Session
05/11/2016	Michael Bokar, Anthony Suarez, Toya Murray, Christopher Robbins, Fareeda Shabazz	CIWP Working Session
05/17/2016	Daniel Washco, Jennifer Lee, Michael Bokar, KZ Mendoza, Anthony Suarez, Gabriel Mejia, Toya Murray, Christopher Robbins, Reginald York, Fareeda Shabazz	CIWP Review Session

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   **3**   4

School Vision Statement:
Students and graduates of Richard T. Crane (RTC) Medical Preparatory High School will be scholars, dedicated leaders, critical thinkers, life-long learners, and productive citizens who are well prepared for college and careers in science and medicine.
* 2015 5 Essentials Survey rating on Program Coherence: Very Strong
* CPS Framework for Teaching: 93% of staff are rated Proficient or Distinguished on Domain 4, as recorded in the RLS Staff Competency Dashboard.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

1 **2** 3 4

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.

> The Instructional Leadership Team represents all relevant grade levels and content areas and is organized for the sole purpose of teaching and learning. The team meets regularly (once a week on Tuesday mornings) to discuss and problem-solve issues that impact teaching and learning at RTC Medical Prep. The Tea is collaborative, transparent, and works diligently to communicate school-wide expectations during Department meetings. Overall, Instructional Leadership Team meetings are productive forums used to identify challenges, exchange ideas, and propose and implement solutions to challenges that impact school improvement.
> • 2015 5 Essentials Survey rating on Instructional Leadership: Strong
> • CPS Framework for Teaching: 93% of staff are rated Proficient or Distinguished on Domain 4, as recorded in the RLS Staff Competency Dashboard.

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

Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1 **2** 3 4

> This year's school PD plan included a continued focus on our Writing Initiative, Using Data to Improve Instruction, and Strengthening the structure and functions of our grade-level teams. Some departments have developed systems to conduct peer observations and coaching to improve instruction and encourage discussions around pedagogy, management, and lesson development.
> • 2015 5 Essentials Survey rating on Collaborative Practices: Strong
> • 2015 5 Essentials Survey rating on Effective Leaders: Strong

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	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1　2　**3**　4

For the 2015-16 school year, a block schedule was implemented in response to feedback from students and parents in an effort to maximize academic-engaged time. The school's budget is adequately aligned to the CIWP priorities and the school's mission. Resources are utilized on professional development (PLTW teacher training, AP workshops) and resources needed to support instruction and student achievement (e.g., classroom technology, interactive SMART Boards, and textbooks for every student). As a start up school, it is imperative that we hire and retain the best and brightest teacher applicants to lead instruction in our school. As a result, we have developed a robust hiring process that includes protocols for questioning and requires a classroom lesson demonstration and behavioral interview questions.
• 2014-15 Teacher Retention Rate : 95% (one teacher moved to Georgia to attend medical school)
• 2015 5 Essentials Survey rating on Effective Leaders: Strong

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Curriculum:

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

Score

1   2   **3**   4

All students have access to an academically rigorous curriculum (which includes....) through our "Honors for All" approach to teaching and learning. All students receive instruction at the Honors level regardless of their test scores or previous performance. This philosophy sets high expectations for all students and encourages students to work hard and persevere through rigorous content. In order to support students, instruction is scaffolded and sequenced appropriately to meet the needs of all learners. Diverse Learners are supported in the classroom by remediation activities and continuous academic support tools.
In addition, the biomedical science curriculum is supported by our partnerships with Rush Medical Center and Malcolm X College.
• 2015 5 Essentials Survey rating on Ambitious Instruction: Very Strong
• CPS Framework for Teaching: 96% of staff are rated Proficient or Distinguished on Communicating with Students (3a), 88% of staff are rated Proficient or Distinguished on Engaging Students in Learning (3b).

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1   2   **3**   4

> Instructional materials are aligned to curricular plans and exceed standard expectations. A sampling of curriculum at RTC Med Prep includes:
> • College Board Pre-AP textbooks for English (grades 9-11).
> • Pearson and HMH Math textbooks and software
> • Project Lead the Way Biomedical Science Curriculum
>
> Teachers frequently use technology to enhance and support student learning. Teachers also have access to lab materials and consumables to engage students and promote a deeper understanding of lesson objectives.
> • 2015 5 Essentials Survey rating on Ambitious Instruction: Very Strong; Supportive Environment: Strong
> • CPS Framework for Teaching: 95% of staff are rated Proficient or Distinguished on Demonstrating Knowledge of Content and Pedagogy (1a), 89% of staff are rated Proficient or Distinguished on Demonstrating Knowledge of Students (1b), 90.9% of staff are rated Proficient or Distinguished on Selecting Learning Objectives (1c), 85% of staff are rated Proficient or Distinguished on Designing Coherent Instruction (1d).

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

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

Score

1   2   **3**   4

> Teachers meet in Department and Grade Level Teams to regularly examine student work to determine if student tasks are a true prediction of student performance. Teachers continuously analyze the instructional core to ascertain if both the students and teachers are engaged with the content at a high level.
> • 2015 5 Essentials Survey rating on Ambitious Instruction: Very Strong
> • CPS Framework for Teaching: 84% of staff are rated Proficient or Distinguished on Designing Coherent Instruction (1d), 87% of staff are rated Proficient or Distinguished on Establishing a Culture for Learning (2b), 73% of staff are rated Proficient or Distinguished on Using Questioning and Discussion Techniques (3b), 88% of staff are rated Proficient or Distinguished on Engaging Students in Learning (3c).

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)). 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	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

As a college-preparatory school focused on preparing students for careers in health our approach to transitions and college and career access begins in our students freshmen year. Prior to entering high school, students are introduced to the school's culture and expectations through our Freshmen Orientation program. During Freshmen Orientation students learn about the importance of high school, how to calculate their GPA's, and the importance of GPA as a predictor of college success.

Students are exposed early on to careers in the medical field. Students attend Exposure Days in the Illinois Medical District and are provided with mentors to support their success. Beginning in the sophomore year, students have access to AP and Dual Credit courses. Students who are enrolled in our CTE courses also have the opportunity to obtain industry credentials in the medical field.

Moreover, students are exposed to colleges and universities as early as freshmen year. Students at RTC Med Prep have visited the following college campuses to date; SIUC, Michigan State, Columbia College, Northeastern, UIC, Northwestern, Purdue, U of I Urbana-Champaign, Northern Illinois University, Illinois State, and University of Wisconsin-Madison.

We also house a college access programs Schuler Scholars and One Goal. We are also working to develop partnerships with other college access programs to provide post-secondary support for our students.
• 2015 5 Essentials Survey rating on Ambitious Instruction: Very Strong
• CPS Framework for Teaching: 87% of staff are rated Proficient or Distinguished on Establishing a Culture for Learning (2b)

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

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

Teachers work consistently to develop instruction that enables students to attain a conceptual understanding of content. Students are encouraged to share previous knowledge and expound on content by explaining concepts to their classmates. Students are often engaged in learning as evidenced by students time on task during classroom instruction. Lessons are scaffolded to support the needs of all learners.

Checks for understanding are implemented daily to monitor student progress and data is utilized to inform teacher's practice.

The Data Team held professional development workshops and trainings for teachers and the leadership team on the data cycle and it's usefulness in lesson planning, sequencing, and re-teaching.

Given that our staff overwhelmingly consists of teachers who are new to the District and/or the profession entirely, more emphasis needs to be placed on teacher's who are struggling. The utilization of discussion techniques is an area of development for novice and experienced teachers at RTC Medical Prep. Additional work needs to done to track the effectiveness of interventions and students response to those interventions to determine usefulness.

• Observation Trends: 88.3% complete as of May 10, 2016
• CPS Framework for Teaching: 87% of staff are rated Proficient or Distinguished on Domain 3.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Multi-Tiered System of Support (MTSS) is currently utilized in the school to support student achievement and social/emotional well-being. The Student Support Team (SST) collaborates weekly to discuss and review interventions for students who aren't making adequate progress. On track and attendance data is monitored on a weekly basis for identified students who are "at-risk" for course failure and/or truancy. PLP's are reviewed and monitored on a consistent basis to provide support to over-age students.
• Attendance Rate: 93.8%
• Course Success Rates: Freshmen On Track – 84%
• 2015 5 Essentials Survey rating on Ambitious Instruction: Very Strong, Collaborative Teachers: Strong, Supportive Environment: Strong

Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Common assessments are developed every 5 weeks to assess student mastery. As a school we need to make assessment data available school-wide to determine instructional effectiveness and students' learning needs. Students grades are calculated using a 60%/40% (formative/summative) scale for freshmen and sophomores and 40%/60% for juniors and seniors. This policy was enacted to promote equity in grade distribution and ultimately prepare students for college.
Gradebooks are monitored on a regular basis and are expected to be updated on a weekly basis. Gradebook audits are performed by Administration to ensure that grades are being entered in a timely manner. Our school's grading policy is consistent across grade levels and students are expected to submit all work and assignments in a timely manner (i.e., No Late Work Policy).
• 2015 5 Essentials Survey rating on Ambitious Instruction: Very Strong
• CPS Framework for Teaching: 91% of staff are rated Proficient or Distinguished on Selecting Learning Objectives (1c), 91% of staff are rated Proficient or Distinguished on Designing Student Assessment (1e), 82% of staff are rated Proficient or Distinguished on Using Assessment in Instruction (3d), 93% of staff are rated Proficient or Distinguished on Reflecting on Teaching & Learning (4a).

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	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

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

Score

1 **2** 3 4

> At RTC Med Prep, our school atmosphere reflects the importance of the work done by students and staff. There are high expectations for students and teachers. Students value learning and hard work. Staff members believe that they can make a difference.
> Areas of Improvement include:
> - Strengthening the mindsets of students and staff where they believe they can persevere despite obstacles.
> - Our goal is to push the "B or Better" Initiative to foster a culture of resilience and hard work.
> • 2015 5 Essentials Survey rating on Ambitious Instruction: Very Strong, Collaborative Teachers: Strong, Supportive Environment: Strong.
> • CPS Framework for Teaching: 88% of staff are rated Proficient or Distinguished on Establishing a Culture for Learning (2b).

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	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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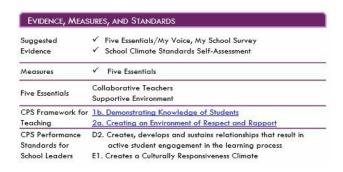
Score

1   **2**   3   4

As a start up school, we understand the importance of relational trust and its' impact on our schools culture and climate. Every year our school team has grown to include new members whose roles are vital to the school's success. As a result, our school team has implemented several structures to improve relational trust among students and staff. For example, students are assigned mentors/advisors through our House System structure and students and staff have the opportunity to build relationships through our Colloquium and Enrichment classes. As a medical preparatory high school, we understand the importance of service and our teacher leaders led the work in organizing a school-wide Service Days every year, where students have the opportunity to contribute to the community-at-large.
• 2015 5 Essentials Survey rating on Collaborative Teachers: Strong
• CPS Framework for Teaching: 93% of staff are rated Proficient or Distinguished on Demonstrating Knowledge of Students (1b), 91% of staff are rated Proficient or Distinguished on Creating an Environment of Respect and Rapport (2a).

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**

- Respect other teachers who take the lead in school improvement efforts.
- Respect colleagues who are experts at their craft.
- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

> RTC Med Prep believes that all students should have access to an excellent education. A critical component of an excellent education includes access to opportunities that extend beyond the classroom. At RTC students have access to various extracurricular and enrichment opportunities that support student learning and development. Students also have access to advanced level course work and have choice in determining their educational outcomes. Students lead school-wide initiatives through leadership roles on the House Council (Student Government) and other civic organizations. Our students have traveled to Springfield to lobby on behalf of policy issues that affect teenagers and have participated in marches and demonstrations in Washington, DC.
> • 2015 5 Essentials Survey rating on Supportive Environment: Strong
> • My Voice, My School Survey Student Completion Rate: 97.2%

Guide for Student Voice, Engagement, & Civic Life

Students…

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

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

RTC Med Prep is located on Chicago's Near West Side. Overall, students feel safe throughout the school on a daily basis. • 2015 5 Essentials Survey rating on Supportive Environment: Strong
• My Voice, My School Survey Student Completion Rate: 97.2%
• CPS Framework for Teaching: 93% of staff are rated Proficient or Distinguished on Managing Classroom Procedures (2c).

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

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

Restorative Approaches to Discipline:

Score

1   2   **3**   4

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

> RTC Med Prep has composed a Culture and Calm Team that meets regularly to discuss policies and procedures that focus on restorative practices for students that minimize punitive consequences. The team looks at all school climate issues and makes use of a variety of restorative methods to respond effectively to student behaviors
>
> Student Out of school suspensions went from 37% in 2015 to currently 26% in 2016.
> 5 Essentials Supportive Environment rating is Strong.

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

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

Parent Partnership:

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

Score

1   2   **3**   4

> RTC Med Prep develops strong parent partnerships with collaboration with families on various levels. The school holds monthly PAC meetings and has registered its own official LSC. Parents have an open line of communication with teachers and administration on all things involving the best options and educational outcomes of all students.
> 1. Report Card pick-up has a successful completion of 71.9% for the year.
> 2. Parent communication goes out in English and in Spanish via Blackboard Connect.
> 3. Communication is made via email, text, voicemail, social-media, and hard copy.
> 4. 5 Essentials survey rates the involved families Very Strong.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

Goals

Required metrics (Highschool)   13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
For the past two years, we have been rated as Well-Organized on the My Voice, My School 5 Essentials Survey. Our goal moving forward will be to maintain our overall rating of Well-Organized.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Ideally, we would like for 45% of our students to show growth on the ACT for the 2016-2017 school year.	42.00	*(Blank)*	0.00	0.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
This metric does not apply.	21.00	*(Blank)*	0.00	0.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Currently, we do not have the minimum percentage (30%) required in order to meet the criteria for National Growth Percentile for our Hispanic students.	*(Blank)*	*(Blank)*	0.00	0.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Currently, we do not have the minimum percentage required in order to meet the criteria for National Growth Percentile for our English Language Learners.	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Currently, we do not have the minimum percentage required in order to meet the criteria for National Growth Percentile for our Diverse Learners.	*(Blank)*	*(Blank)*	0.00	0.00
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
In the 2016-17 school year, we have a set a goal of 45% National School Attainment on the ACT based on the results from the EXPLORE exam that cohort of students took in the 2014-15 school year.	40.00	*(Blank)*	0.00	0.00
Freshmen On-Track Rate				
Moving forward, our goal is to have our Freshmen On-Track Rate at or above 90%. To achieve this goal, we have reorganized our Freshmen grade level team and implemented various supports to increase student achievement at the freshmen level. In addition, we are hopeful that with the implementation of the new Freshmen Connection program, will we be able to create a solid foundation for students as they enter high school. During the Freshmen Connection program we will assist students to their executive functioning skills, organization, and note-taking skills.	91.50	76.30	83.00	90.00
4-Year Cohort Graduation Rate				
Given that we are a start-up school, we will not not have the figures for this CIWP period. However, it is our goal that 92% of our students will graduate within four years.	*(Blank)*	*(Blank)*	92.00	92.00

1-Year Dropout Rate

Our goal is to keep our 1-Year Dropout Rate below 1%. We plan to do this by supporting students academic success through remediation programs.	1.40	0.70	0.69	0.68

College Enrollment Rate

We are a college-preparatory school and it is our expectation that all students will be accepted to and enroll in college upon graduation. We are aware, however, that some students may choose to go into the military or may not be able to attend college right away due to extenuating circumstances, including, but not limited to, family finances, illness, or circumstances beyond the student's control.	(Blank)	(Blank)	92.00	92.00

College Persistence Rate

College Persistence rates are not applicable for this CIWP because our first graduating class will need enter college until the 2017-2018 school year.	(Blank)	(Blank)	0.00	0.00

Average Daily Attendance Rate

Our goal will be to increase our attendance percentage to 95% over the next two years. We are working to develop systems and structures that support improved attendance over time.	94.40	93.70	95.00	95.50

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we promote and encourage an environment where educators consider themselves professional learners who are committed to continuous development,	then we will see expanded use of teaching best practices in the classroom and other settings,	which leads to increased student engagement, investment, and achievement in their academic career. These outcomes will be evidenced by 85% or more teacher participation in internal and external professional learning opportunities, and 90% of teachers being rated as Proficient or Distinguished in Domain 4 of the CPS Framework for Teaching.

Tags:
Professional Learning, Cycles of continuous improvement, Student achievement, Culture, Collaborative teachers

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

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
The ILT will create a survey to solicit feedback from staff to inform professional development opportunities.	Instructional Leadership Team (ILT)	Jun 1, 2016 to Jun 17, 2016	Options for all-staff and individualized professional learning.	Not started

Professional Learning, Teacher-teacher trust & support, Teacher feedback

The SLT will provide professional learning opportunities directly related to individuals' specific needs and professional growth goals. Share yearly PD calendar by July 15th of each year.	Senior Leadership Team (SLT)	Jul 1, 2016 to Jul 15, 2016	Yearly PD calendar that reflects the current needs of the staff.	Not started

Professional Learning, School wide staff, Teacher capacity, Teacher leadership, Individual

We will design a master schedule and develop systems that support peer observation, reflection, and the opportunity to implement new strategies, refine skills, grapple with implementation issues, and share knowledge and experience.	Senior Leadership Team (SLT), Instructional Leadership Team (ILT).	May 16, 2016 to Sep 2, 2016	Development of master schedule that includes opportunities for peer observation. Consistent use of systems and protocols that encourage and support teacher growth.	Not started

Teacher Teams/Collaboration, Teacher reflection, Teacher capacity, Collaborative teachers

Create a teacher mentor program, which will provide all new teachers will receive a teacher mentor who is skilled in pedagogy and is open and collaborative to all teachers who are new to the District and/or profession. (Host quarterly check-ins for teacher mentors for calibration and refinement purposes).	Senior Leadership Team (SLT)	Jul 5, 2016 to Sep 2, 2016	All new teachers will have a teacher mentor.	Not started

New teachers, Collaborative teachers

The ILT will schedule opportunities for new teachers to explore District initiatives (e.g., REACH) and provide information on school specific goals and resources.	Instructional Leadership Team (ILT)	Jul 11, 2016 to Aug 19, 2016	Special professional learning calendar for new teachers. Improved communication of expectations at the school and District level.	Not started

Professional Learning, Reach, New teachers, Expectations and goals

Each summer we will convene to evaluate teacher practice, data trends, and school-wide systems and structures. During this time, the staff will also refine goals and expectations, and complete planning for the year.	Senior Leadership Team (SLT)	Jul 5, 2016 to Aug 1, 2016	Shared vision of excellence for the ILT, concrete systems and structures centered around student achievement and improved teacher performance/morale.	Not started

ILT, Instructional planning, Expectations, Pd planning, Expectations and goals, Morale

Strategy 2

If we do...	...then we see...	...which leads to...
If we promote and require the vertical and horizontal alignment of curriculum within all subject areas and throughout all grade levels, as well as, the alignment of best teaching practices among the faculty,	then we see a school that creates a consistent academic environment for students,	which leads to increased grade point averages (3.0 and above) and consistent student achievement (80% mastery as demonstrated on interim assessments) in all courses.

Tags:
Teacher Teams/Collaboration, Best practice, Student achievement, Curriculum alignment

Area(s) of focus:
2, 1, 3, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Teachers will allow students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.	Department Leads, Grade Level Teams	Sep 6, 2016 to Jun 22, 2018	Increased understanding of lesson objectives, as evidenced by, increased performance on formative and summative assessments.	Behind

Depth of knowledge, Student learning, Conceptual understanding

Teachers will utilize 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.	Department Leads, Grade Level Teams	Sep 6, 2016 to Jun 22, 2018	Enhanced communication between teacher-student and student-student. Deeper understanding of content and lesson objectives.	Not started

Student learning, Authentic tasks, Classroom discussions

All teachers will scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.	Department Leads, Grade Level Teams	Sep 6, 2016 to Jun 22, 2018	Increased understanding of lesson objectives, as evidenced by, increased performance on formative and summative assessments.	Not started

Vertical alignment, Scaffolding, Complex texts, Complex tasks

Team leaders will use data to inform instructional practice and intervene or enrich when necessary in order to individualize instruction.	Department Leads, Grade Level Teams, Data Team	Sep 6, 2016 to Jun 22, 2018	Increased use of data to a) inform instruction and b) accommodate student misunderstandings.	Not started

Data driven instruction, Individualized instruction

Administrators and teacher leaders will assist new teaching staff with developing balanced assessments and classroom management strategies to maximize time and mitigate student misconceptions.	Department Leads, Grade Level Teams, Senior Leadership Team (SLT)	Sep 6, 2016 to Jun 22, 2018	Increased student achievement and supportive learning environment, as evidenced by, a reduction in teacher and student frustration (referrals).	Not started

Assessment design, Student achievement

Strategy 3

If we do...	...then we see...	...which leads to...
If we develop a culture in which all stakeholders act upon the belief that all students are capable of achieving at high levels,	then all students will receive rigorous academic opportunities,	which leads to increased student self-confidence (discipline infractions reduced), academic achievement (GPA 3.0 and above), and success post-graduation (90% or higher college enrollment).

Tags:
Culture of learning, Student achievement

Area(s) of focus:
3, 1, 2, 4, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Design and implement a school wide "B or Better" Campaign.	Senior Leadership Team (SLT), Instructional Leadership Team (ILT), Grade Level Teams, Culture and Climate Team	Sep 6, 2016 to Jun 22, 2018	Increased student GPA and commitment to learning goals.	Not started

Culture of learning, Student achievement, Student commitment

Organize, inventory, and staff school library in order to build a climate and culture of literacy, hard work and student commitment.	Senior Leadership Team (SLT)	Sep 6, 2016 to Jun 22, 2018	Increased use of school library by students to increase the evidence of strong academic behaviors (i.e., planning and studying).	Not started

Literacy, School climate, Student achievement, Culture for learning

Increase school-wide public celebrations of student academic achievement. Use of frequent classroom celebrations and competitions to highlight student success.	Culture and Climate Team	Sep 6, 2016 to Jun 22, 2018	Quarterly school wide celebrations. Special celebrations for Principal scholars, grade level incentives for students with 3.0 GPA or better, increased attendance, etc.	Not started

Student achievement, Culture for learning, School-wide culture, Celebrations

The CCT will clearly display school-wide expectations for academic and personal success throughout the building.	Culture and Climate Team	Sep 6, 2016 to Jun 22, 2018	Banners prominently displayed throughout the building highlighting student expectations.	Not started

Student expectations, Culture for learning

Provide students with frequent, informative feedback that includes positive reinforcement and what is needed in order to improve.	Instructional Leadership Team, Grade Level Teams	Sep 6, 2016 to Jun 22, 2018	Increased communication between teachers and students.	Not started

Student achievement, Teacher feedback, Culture for learning

Teach a growth mindset to both students and teachers. Establish the mindset that with effort and practice all students can learn and succeed.	Senior Leadership Team, Culture and Climate Team, Grade Level Team	Sep 6, 2016 to Jun 22, 2018	Shared sense of high expectations for all students.	Not started

Growth mindset, Student achievement, Culture for learning

The CCT will develop monthly and quarterly attendance incentive programs/competitions where students can will small prizes to earn points for their respective Houses (based on division numbers).	Culture and Climate Team	Aug 25, 2016 to Jun 22, 2018	Implementation of incentive program, constant monitoring, and student/teacher buy-in.	Not started

Attendance, Student achievement

		Sep 5, 2016 to Jun 22, 2018		
The attendance clerk will submit names of students with chronic attendance issues to the Student Support Team (SST) for review and to develop individual attendance contracts to mitigate issues that impact student achievement.	Attendance Clerk, Student Support Team (SST)		Implementation and consistent monitoring of student attendance contracts. Reduced student absences and tardies to school	Not started

Attendance, Attendance contracts

		Sep 6, 2016 to Jun 22, 2018		
Attendance averages will be shared on a weekly basis with students and will be posted outside their division class. House points will be shared quarterly during House Meetings.	Attendance Clerk, House Leaders		Consistent monitoring and sharing of attendance data.	Not started

Attendance, Culture of learning, Culture and climate

Strategy 4

If we do...	...then we see...	...which leads to...
If we promote a culture focused on high expectations for staff and students and an unwavering commitment to fulfilling our school's vision,	then we will develop a collective responsibility for the success of all students in the entire school,	which will lead to increased teacher attendance (97% and above), 100% teacher participation on school leadership teams, and 95% or more teachers being rated Distinguished or Proficient in Domain 4 in the CPS Framework for Teaching.

Tags:
Leadership, Collective responsibility, Commitment, High expectations, School vision, School teams

Area(s) of focus:
1, 3, 4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
The SLT will fully develop the framework, mission, goals and outcomes for each school team.	Senior Leadership Team	select	Completed Organizational Chart for every school team.	Not started

School climate, Organization, Mission and vision, School teams

		Aug 1, 2016 to Sep 30, 2016		
Principal and Assistant Principal will meet with each team member to determine strengths and areas of improvement in order to capitalize on the leadership skills of others.	Principal and Assistant Principal		Completed Strengths Finder analysis on every team member with placement on a team that best suits their talents and skills.	Not started

Leadership, Shared leadership, Strengths

		Sep 6, 2016 to Jun 22, 2018		
Conduct monthly check-ins with all team leads to ensure that the school's priorities and goals remain at the forefront.	Principal and Assistant Principal		Completed monthly check-in's and data to assess teacher involvement and staff morale.	Not started

Communication, Instruction priorities, School goals

Strategy 5

If we do...	...then we see...	...which leads to...
If we develop structures and processes that support a smooth transition into post secondary upon graduation, create exposure opportunities to explore possible career paths, and ensure equitable access to college preparatory curriculum,	then we will see students who are confident in their ability to navigate the world around them after graduation,	which will lead to a 95% or above college enrollment rate and a 90% or above college persistence rate.

Tags:
College Access and Persistence, Transition, 4-year graduation rate, Exposure

Area(s) of focus:
2, 3, 4, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create robust programming and interventions that help students as they move from middle school through Freshmen year (i.e., Freshmen Connection, Freshmen Orientation)	Freshmen Grade Level Team	select	Fully implemented Freshmen Connection and Freshmen Orientation programming.	Not started

Interventions

| Develop and implement targeted student supports to specifically address the needs of Freshmen. | Freshmen Grade Level Team | Sep 6, 2016 to Jun 22, 2018 | Increased Freshmen on Track to 90% and above for both semesters. | Not started |

Supports, Enrichment, Freshman on-track, Remediation, Targeted

| Develop and implement targeted student supports to specifically address the needs of Sophomores | Sophomore Grade Level Team | Sep 6, 2016 to Jun 22, 2018 | Increased number of Sophomores on Pace for both semesters. | Not started |

Supports, Enrichment, Sophomore on-track, Remediation, Targeted

| Create counseling calendar that includes workshops on how the compute the GPA, interest inventories, researching college options, college application process, financial aid, etc. | Counseling Team | Sep 6, 2016 to Jun 22, 2018 | Increased REACH ratings in Domain 1 for all members of the Counseling team. | Not started |

Planning, Organization

| Develop Individual Learning Plans for all students in Naviance that tracks coursework, college and career assessments, and goal setting. Students will use this information to create a concrete post-secondary plan. | Counseling Team | Sep 6, 2016 to Jun 22, 2018 | Development and implementation of Individual Learning Plans for all students. | Not started |

College Access and Persistence, Post secondary, College and career

| Develop post-secondary plan to support college application process, FAFSA application completion, and credit recovery options, if needed, to ensure that every student has a solid post-secondary plan. | Post-Secondary Coach and Post-Secondary Leadership Team | Sep 6, 2016 to Jun 22, 2018 | Completed post-secondary plan for students beginning as early as the sophomore year. | Not started |

**Post secondary, Student achievement, College
application process**

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ The ILT will create a survey to solicit feedback from staff to inform professional development opportunities. Tags: Professional Learning, Cycles of continuous improvement, Student achievement, Culture, Collaborative teachers, Professional Learning, Teacher-teacher trust & support, Teacher feedback	Instructional Leadership Team (ILT)	Jun 1, 2016	Jun 17, 2016	Not started
✚ The SLT will provide professional learning opportunities directly related to individuals' specific needs and professional growth goals. Share yearly PD calendar by July 15th of each year. Tags: Professional Learning, Cycles of continuous improvement, Student achievement, Culture, Collaborative teachers, Professional Learning, School wide staff, Teacher capacity, Teacher leadership, Individual	Senior Leadership Team (SLT)	Jul 1, 2016	Jul 15, 2016	Not started
✚ We will design a master schedule and develop systems that support peer observation, reflection, and the opportunity to implement new strategies, refine skills, grapple with implementation issues, and share knowledge and experience. Tags: Professional Learning, Cycles of continuous improvement, Student achievement, Culture, Collaborative teachers, Teacher Teams/Collaboration, Teacher reflection, Teacher capacity, Collaborative teachers	Senior Leadership Team (SLT), Instructional Leadership Team (ILT).	May 16, 2016	Sep 2, 2016	Not started
✚ Create a teacher mentor program, which will provide all new teachers will receive a teacher mentor who is skilled in pedagogy and is open and collaborative to all teachers who are new to the District and/or profession. (Host quarterly check-ins for teacher mentors for calibration and refinement purposes). Tags: Professional Learning, Cycles of continuous improvement, Student achievement, Culture, Collaborative teachers, New teachers, Collaborative teachers	Senior Leadership Team (SLT)	Jul 5, 2016	Sep 2, 2016	Not started
✚ The ILT will schedule opportunities for new teachers to explore District initiatives (e.g., REACH) and provide information on school specific goals and resources. Tags: Professional Learning, Cycles of continuous improvement, Student achievement, Culture, Collaborative teachers, Professional Learning, Reach, New teachers, Expectations and goals	Instructional Leadership Team (ILT)	Jul 11, 2016	Aug 19, 2016	Not started
✚ Each summer we will convene to evaluate teacher practice, data trends, and school-wide systems and structures. During this time, the staff will also refine goals and expectations, and complete planning for the year. Tags: Professional Learning, Cycles of continuous improvement, Student achievement, Culture, Collaborative teachers, ILT, Instructional planning, Expectations, Pd planning, Expectations and goals, Morale	Senior Leadership Team (SLT)	Jul 5, 2016	Aug 1, 2016	Not started
✚ Teachers will allow students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience. Tags: Teacher Teams/Collaboration, Best practice, Student achievement, Curriculum alignment, Depth of knowledge, Student learning, Conceptual understanding	Department Leads, Grade Level Teams	Sep 6, 2016	Jun 22, 2018	Behind
✚ Teachers will utilize 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. Tags: Teacher Teams/Collaboration, Best practice, Student achievement, Curriculum alignment, Student learning, Authentic tasks, Classroom discussions	Department Leads, Grade Level Teams	Sep 6, 2016	Jun 22, 2018	Not started
✚ All teachers will scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks. Tags: Teacher Teams/Collaboration, Best practice, Student achievement, Curriculum alignment, Vertical alignment, Scaffolding, Complex texts, Complex tasks	Department Leads, Grade Level Teams	Sep 6, 2016	Jun 22, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Team leaders will use data to inform instructional practice and intervene or enrich when necessary in order to individualize instruction. Tags: Teacher Teams/Collaboration, Best practice, Student achievement, Curriculum alignment, Data driven instruction, Individualized instruction	Department Leads, Grade Level Teams, Data Team	Sep 6, 2016	Jun 22, 2018	Not started
✚ Administrators and teacher leaders will assist new teaching staff with developing balanced assessments and classroom management strategies to maximize time and mitigate student misconceptions. Tags: Teacher Teams/Collaboration, Best practice, Student achievement, Curriculum alignment, Assessment design, Student achievement	Department Leads, Grade Level Teams, Senior Leadership Team (SLT)	Sep 6, 2016	Jun 22, 2018	Not started
✚ Design and implement a school wide "B or Better" Campaign. Tags: Culture of learning, Student achievement, Culture of learning, Student achievement, Student commitment	Senior Leadership Team (SLT), Instructional Leadership Team (ILT), Grade Level Teams, Culture and Climate Team	Sep 6, 2016	Jun 22, 2018	Not started
✚ Organize, inventory, and staff school library in order to build a climate and culture of literacy, hard work and student commitment. Tags: Culture of learning, Student achievement, Literacy, School climate, Student achievement, Culture for learning	Senior Leadership Team (SLT)	Sep 6, 2016	Jun 22, 2018	Not started
✚ Increase school-wide public celebrations of student academic achievement. Use of frequent classroom celebrations and competitions to highlight student success. Tags: Culture of learning, Student achievement, Student achievement, Culture for learning, School-wide culture, Celebrations	Culture and Climate Team	Sep 6, 2016	Jun 22, 2018	Not started
✚ The CCT will clearly display school-wide expectations for academic and personal success throughout the building. Tags: Culture of learning, Student achievement, Student expectations, Culture for learning	Culture and Climate Team	Sep 6, 2016	Jun 22, 2018	Not started
✚ Provide students with frequent, informative feedback that includes positive reinforcement and what is needed in order to improve. Tags: Culture of learning, Student achievement, Student achievement, Teacher feedback, Culture for learning	Instructional Leadership Team, Grade Level Teams	Sep 6, 2016	Jun 22, 2018	Not started
✚ Teach a growth mindset to both students and teachers. Establish the mindset that with effort and practice all students can learn and succeed. Tags: Culture of learning, Student achievement, Growth mindset, Student achievement, Culture for learning	Senior Leadership Team, Culture and Climate Team, Grade Level Team	Sep 6, 2016	Jun 22, 2018	Not started
✚ The CCT will develop monthly and quarterly attendance incentive programs/competitions where students can will small prizes to earn points for their respective Houses (based on division numbers). Tags: Culture of learning, Student achievement, Attendance, Student achievement	Culture and Climate Team	Aug 25, 2016	Jun 22, 2018	Not started
✚ The attendance clerk will submit names of students with chronic attendance issues to the Student Support Team (SST) for review and to develop individual attendance contracts to mitigate issues that impact student achievement. Tags: Culture of learning, Student achievement, Attendance, Attendance contracts	Attendance Clerk, Student Support Team (SST)	Sep 5, 2016	Jun 22, 2018	Not started
✚ Attendance averages will be shared on a weekly basis with students and will be posted outside their division class. House points will be shared quarterly during House Meetings. Tags: Culture of learning, Student achievement, Attendance, Culture of learning, Culture and climate	Attendance Clerk, House Leaders	Sep 6, 2016	Jun 22, 2018	Not started
✚ The SLT will fully develop the framework, mission, goals and outcomes for each school team. Tags: Leadership, Collective responsibility, Commitment, High expectations, School vision, School teams, School climate, Organization, Mission and vision, School teams	Senior Leadership Team			Not started

District priority and action step	Responsible	Start	End	Status
✚ Principal and Assistant Principal will meet with each team member to determine strengths and areas of improvement in order to capitalize on the leadership skills of others. Tags: Leadership, Collective responsibility, Commitment, High expectations, School vision, School teams, Leadership, Shared leadership, Strengths	Principal and Assistant Principal	Aug 1, 2016	Sep 30, 2016	Not started
✚ Conduct monthly check-ins with all team leads to ensure that the school's priorities and goals remain at the forefront. Tags: Leadership, Collective responsibility, Commitment, High expectations, School vision, School teams, Communication, Instruction priorities, School goals	Principal and Assistant Principal	Sep 6, 2016	Jun 22, 2018	Not started
✚ Create robust programming and interventions that help students as they move from middle school through Freshmen year (i.e., Freshmen Connection, Freshmen Orientation) Tags: College Access and Persistence, Transition, 4-year graduation rate, Exposure, Interventions	Freshmen Grade Level Team			Not started
✚ Develop and implement targeted student supports to specifically address the needs of Freshmen. Tags: College Access and Persistence, Transition, 4-year graduation rate, Exposure, Supports, Enrichment, Freshman on-track, Remediation, Targeted	Freshmen Grade Level Team	Sep 6, 2016	Jun 22, 2018	Not started
✚ Develop and implement targeted student supports to specifically address the needs of Sophomores Tags: College Access and Persistence, Transition, 4-year graduation rate, Exposure, Supports, Enrichment, Sophomore on-track, Remediation, Targeted	Sophomore Grade Level Team	Sep 6, 2016	Jun 22, 2018	Not started
✚ Create counseling calendar that includes workshops on how the compute the GPA, interest inventories, researching college options, college application process, financial aid, etc. Tags: College Access and Persistence, Transition, 4-year graduation rate, Exposure, Planning, Organization	Counseling Team	Sep 6, 2016	Jun 22, 2018	Not started
✚ Develop Individual Learning Plans for all students in Naviance that tracks coursework, college and career assessments, and goal setting. Students will use this information to create a concrete post-secondary plan. Tags: College Access and Persistence, Transition, 4-year graduation rate, Exposure, College Access and Persistence, Post secondary, College and career	Counseling Team	Sep 6, 2016	Jun 22, 2018	Not started
✚ Develop post-secondary plan to support college application process, FAFSA application completion, and credit recovery options, if needed, to ensure that every student has a solid post-secondary plan. Tags: College Access and Persistence, Transition, 4-year graduation rate, Exposure, Post secondary, Student achievement, College application process	Post-Secondary Coach and Post-Secondary Leadership Team	Sep 6, 2016	Jun 22, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

NCLB Program

⊙ NCLB Schoolwide Program

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

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

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

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

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.

> At the start of the school year, a review is made of the parental involvement plan and policy. All parents are invited to the monthly PAC meetings where parents will have the opportunity to review and discuss school improvements. In addition, parents will have the opportunity to make edits to the parental involvement plan if deemed necessary.

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

> The Annual meeting will be held on September 28th and the and Organizational meeting will be held on October 19th. They are held each year to inform parents of the school's participation in NCLB, Title 1, and the rights and requirements of the program. All parents are notified through monthly newsletters, emails, and a calendar of the PAC meetings. Meeting notices will be sent home to parents at least seven (7) days in advance of the meeting and notices will be posted on the school's exterior doors. All parents are invited to these meetings and all events held at the school. All information pertaining to parent meetings can also be found on the school's website: http://newcranemedicalprep.org

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

> The school will host an Open House in September or early October each year to inform parents about the curriculum and assessments used throughout the year. The school will send home progress reports every 5 weeks and reports cards will be generated quarterly. In addition, parents will have the opportunity to receive pertinent information during Parent Nights and Grade Level Nights.

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.

> Parent suggestions are always welcome at RTC Medical Preparatory High School. We understand that the success of our school is contingent upon active parental involvement. Parents are encouraged to visit teachers and administration if they have any concerns about the education of their child(ren). Parents are encouraged to communicate with one another often as well. School staff is required to return parent inquiries in a timely fashion.

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

> All parents will receive a detailed analysis of their child's standardized test results as soon as they are available. The school will send home copies to parents and additional copies will be available at the school's main office.

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.

It is our practice to hire teachers who are "highly qualified" as defined by Title I Final Regulations. In the event that this is not the case, the school will provide notices to parents if any new teacher fails to meet the requirements of this regulation.

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.

The school administration team will hold at least one meeting during the school year to inform parents about state standards, assessments, and requirements for promotion. These sessions will be hosted by our school counselors and case manager.

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.

Throughout the year the school will provide training for parents on how to use the Parent Portal to access their child's grades, as well as, training on how to use various other online learning tools to monitor their child's progress. Workshops will be held during PAC meetings to offer insight on helping their child(ren) make the transition from elementary school to high 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.

Trainings on parental involvement will occur during teacher induction and training in August. Teachers will create family engagement plans and work to make connections to families throughout the school year. The family engagement plan will be reviewed and assessed over time. School administration will continually reinforce the importance of strong parental involvement.

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.

Not applicable.

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.

The school will hold monthly PAC meetings. Parents will be informed via the monthly newsletters, bulletins, monthly calendar and the through the school's website. Information will be translated in Spanish and other languages when possible.

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.)

RTC Medical Preparatory High School commits to providing our diverse community of aspiring health professionals with a challenging college preparatory and STEM education, to exposing our students to high quality experiences in the health professions, and to growing our community's leadership through excellence and service.

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.

We will hold parent-teacher conferences on November 10, 2016 and April 20, 2017. At that time, parents will have the opportunity to discuss their child's progress with their teacher's and share their concerns and questions about the curriculum and their child's achievements.

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

Every five (5) weeks, parents are officially notified of their child's progress. Report cards are issued 4 times per year. Also teachers communicate regularly with parents about student progress via phone, email, or written correspondence. For students failing one or more classes, parent/guardian will be required to meet with their child's teachers and the administration to create academic remediation plan. These students will receive more frequent updates of their academic progress.

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

The staff will be available to meet with parents before and after school and during their preparation periods. Teachers also regularly communicate with families via phone and email communication.

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

All parents are welcome to volunteer, chaperone exposures, and observe classroom activities. Parents interested in volunteering must complete the CPS Volunteer Packet and contact the school prior to arrival for classroom visits.

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

In order to support your child's learning we ask that parents monitor Parent Portal, monitor their child's completion of homework and assignments (students have homework every night), communicate regularly with your child's teachers (vis email), and become involved through volunteering or serving on a committee through the PAC.

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

Parents are invited to attend all PAC meetings and work with the team of parents interested in developing the Friends of Organization - 501©3.

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).

All RTC Medical Preparatory students are expected to maintain attendance, work hard, be accountable for their actions, engage in service projects, serve in leadership capacities both in and out of school, and display integrity and good character at all times. Students are expected to stay abreast of their work and assignments and ask questions during class. Students are expected to be active members of the learning communities and share their ideas and talents to make RTC Med Prep an excellent place to work, learn and grow.

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.

RTC Med Prep commits to increasing our parent participation and hosting workshops focused on academic and social emotional issues that impact our students and their families.

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 627	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 1500	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 3000	.00

| 54505 | **Admission and Registration Fees, Subscriptions and memberships**
 For Parents use only. | $ | 1000 | .00 |

| 54205 | **Travel**
 Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed. | $ | Amount | .00 |

| 54565 | **Reimbursements**
 Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ | 100 | .00 |

| 53510 | **Postage**
 Must be used for parent involvement programs only. | $ | Amount | .00 |

| 53306 | **Software**
 Must be educational and for parent use only. | $ | Amount | .00 |

| 55005 | **Furniture and Equipment**
 Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 1000 | .00 |