



Back of the Yards IB HS (/school-plans/487) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Patricia Brekke	Principal	pbbrekke@cps.edu	Has access
Rebecca Bancroft	Assistant Principal	RABancroft@cps.edu	Has access
Sabrina Walker	Assistant Principal	SLWalker@cps.edu	Has access
Ashley Nagle	Teacher/ELPT	arcollazo1@cps.edu	No Access
Maureen Becker	Teacher	mbecker2@cps.edu	No Access
Samantha Nieto	Teacher/Case Manager	sinieto1@cps.edu	No Access
Barbara Manjarrez	Teacher/Department Chair	bmthull@cps.edu	No Access
Sophia Papaefthimiou	Teacher/Grade Level Chair	spapaefthimiou@cps.edu	No Access
Robert Anderson	Teacher/Grade Level Chair	rdanderson4@cps.edu	No Access
Trisha Hanus	IB Coordinator/PSLT	tetepavchevich@cps.edu	No Access
Joseph Rottman	Teacher	jrottman@cps.edu	No Access
Madilyn Strentz	Teacher/Department Chair	masoch@cps.edu	No Access

Team meetings

Date	Participants	Topic
02/04/2016	Full team	SEF
02/16/2016	Administrative team	Priorities and 2016-2017
03/14/2016	Full Team	Priorities

03/21/2016	Full Team	Priorities
04/04/2016	Full Team	Priorities and Goal Setting
04/05/2016	Administrative Team	Priorities and Goal Setting

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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The school's 2015 5 E's survey data reveals that leadership is strong, scoring this component with a 72. The Collective Responsibility component received a very strong score of 87. These indicators demonstrate that teachers have a voice in developing and implementing school policies and procedures, planning and leading professional learning, and setting high goals around instruction and instructional practices. Further, teachers at the school share responsibility for student development, school improvement, and professional growth through their active involvement in Grade Level and Department teams and engagement in professional development outside of the school day to acquire additional best practices to improve student outcomes. Teacher participation in unit tuning and the Looking at Student Work (LASW) protocol allow teachers to set and revisit ambitious learning goals for all students and maintain a coherent instructional program both vertically and horizontally. Apart from instruction, the development of our Post-Secondary Leadership Team (comprised of teachers, counselors, and support staff) and the recent addition of a College and Career Coach is helping to drive and monitor the school's mission to educate and prepare students for postsecondary success - a core value and priority.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	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

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

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The 5 Essentials Survey data shows that the performance among Effective Leaders is strong, with a score of 72. The school's Instructional Leadership Team meets weekly, and is comprised of department chair, grade level teacher leaders, and curriculum coordinators that represent the entire faculty, as demonstrated by the agendas on file. Agendas show that the team shares responsibility for improving teaching and learning by engaging their respective teams, as well as the full faculty, in professional development to improve teacher practices in an effort to increase student outcomes. Teacher leaders participate in cycles of inquiry and identify instructional issues that impede student learning. The use of data and data-monitoring tools has been able to push the team's thinking around what constitutes success within the cycles of inquiry and to review and revise practices as needed. As a leadership team, they deepen their own learning of best practices through professional readings and safe practice activities, and then roll out new initiatives to the faculty. They then engage teammates in reviewing and analyzing student work samples to learn how teaching might be differentiated to improve student learning.

Teachers feel very strongly about our Collaborative Practices, according to the 5 Essential Survey, scoring the section at 92. The faculty has the opportunity to develop curriculum in course teams and use innovative teaching strategies to meet their students' academic needs. Teacher Leaders have let teams in conducting peer observations to gain additional strategies to improve their teaching techniques and/or to give their colleagues feedback on instruction and learning tasks. The 5 E's survey data reveals that 87% of teachers have collaborated with their colleagues to develop materials or activities for courses, and 85% of teachers have collaborated with colleagues on instructional strategies.

Although having much success with encouraging team collaboration and growth, the ILT needs to engage in the problem solving process (PSP) and cycle of inquiry protocol more consistently as a means for addressing problems and monitoring improvement efforts. Teacher leaders can also build their respective teammates' capacity to use PSP or cycles in their smaller teams to address student learning and improve student learning outcomes.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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The quality of professional development component of the 5 Essentials Survey received a very strong score of 85. Of the teachers surveyed, 92% indicated that professional learning topics were focused and meaningful. This indicates that teachers engaged in rigorous professional development centered on student learning. Survey data reveals that 83% of teachers agreed that they were provided with sufficient time to practice and evaluate implementation of new learning and 95% of teachers agreed that professional development included opportunities to collaborate with colleagues from the school.

Faculty are engaged in professional learning that addresses the school's theory of action, and weekly department meetings are focused on improving teaching to increase academic outcomes. Through weekly department meetings, teams participate in meaningful, content-based discussions on unit tuning, as well as student work through the LASW protocol. All teachers are scheduled to present units and/or student work in order to receive feedback, and have opportunities to implement their learning in future task/unit design. Professional learning is enhanced with the IB Coordinator's engagement in leading discussions on content-specific criterion and grading practices.

In addition to participating in professional learning through department and faculty meetings, teachers attend training provided by organizations authorized to offer International Baccalaureate workshops. All teachers who teach in the Diploma Programme are required to earn IB certification. In addition, at least one teacher per course team received training for the Middle Years Programme, and trained teachers, as well as the coordinator, facilitate ongoing professional learning as part of a train the trainer model.

The ILT plans and implements professional development, as is evidenced in meeting agendas, to engage teachers in practicing new initiatives to improve teaching and learning. As noted in minutes and in the Principal Development Plan, teachers have opportunities for safe practice so that they are able to develop and hone their skills and understanding of how new ideas can be implemented in their classrooms.

Being a phase-in school has been challenging with respect to professional development. New initiatives are planned and implemented, and the following year, those same initiatives have to be reviewed for incoming teachers, thus impeding the progress and advancement for current teachers. The school can improve by differentiating professional development based on feedback following professional development and time at the school. This includes professional learning on rigor in assignments and assessments, LASW protocol, and IB task-focused learning around Approaches to Learning, Service Learning, and Criterion-based grading. Professional learning that addresses diverse learners and English learners also needs to be offered to expand their expertise in teaching special populations to promote student success. Further, the ILT is engaged in determining how to best approach teachers with a more robust professional development plan that includes opportunities for monthly, after school learning to better implement and monitor teachers' progress with new school initiatives that align to our theory of action and promote students' academic success.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**

- Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
- Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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As a phase-in school, teachers are placed strategically, and new hires are added, to ensure a balanced team with a variety of strengths. Teams are evaluated annually to ensure that a balance of teaching strengths remains in place to best support student development, and that current teachers support the ongoing development of new hires. Throughout the school's growth, the interview process has been modified to ensure that quality candidates are hired for the right grade level and course. The ILT collaboratively designed a three-step interview process: 1) initial phone screen, 2) formal interview, 3) demonstration lesson and debrief. In some cases, when there are several qualified candidates, there is a second formal interview. Questions asked during interviews were planned by the ILT, and department chairs, as well as other teachers from the same discipline, lead interviews to ascertain that there is a common philosophy and mutual understanding of the school's mission. Demonstration lessons are observed by at least one administrator and the department chair, followed by the team reassembling to debrief on the lesson.

The school's program is managed to align common planning times between and among teams to enable collaboration both vertically and horizontally. Principal-directed preparation periods are assigned to include opportunities for department and grade level teams to meet weekly. Department meetings are organized to include time for vertical and horizontal course planning, as well as for driving school initiatives such as implementing the Looking at Student Work (LASW) protocol and our selected powerful practice, Depth of Knowledge (DOK) and responsive questioning.

To ensure that all content teams have necessary teaching resources, department chairs lead their teammates in inventorying materials and determining needs and wish list items to enhance teaching and learning. Materials are reviewed by department teams and the administrator providing oversight, and decisions are made based on the best resources that will support student learning so that students achieve the desired academic outcomes. Resources for content areas are organized and aligned to the curriculum to ascertain their relevance and usefulness in meeting desired outcomes. Special Education and ESL/bilingual teachers participate in the selection process to ensure equitable access for all learners. In addition, resources are selected to complement the school's IB focus to deepen students' understanding and knowledge of real world issues and problem solving skills. Orders are placed through strategic source vendors to maximize use of funding.

To ensure English learners (Chinese- and Spanish-dominant) received academic support, funds were allocated to hire two Teacher Assistants (TA). TA's follow students' scheduled to provide them with ongoing academic assistance in the students' native languages. In addition, funds are allocated to hire teachers with ESL and/or bilingual credentials to ensure that students receive instruction through appropriate teaching strategies that promote high levels of learning. In addition, special education teachers and classroom assistant positions, allocated through Board funding, provide consistent services to diverse learners. In collaboration with the programmer, the Case Manager organizes schedules to ensure all students receive direct services throughout the school day, and in alignment with students' IEP's.

The school day is organized to meet students' academic needs. In our pilot year, a ninth period was added to offer students opportunities to enroll in an additional course. Approximately 90 students currently participate in a 9-period day. With funding for the following school year, the school plans to implement a 9-period day for all students, with the intention of offering freshmen and sophomores an additional literacy course to improve their reading and writing skills. Also, the school intends to expand both elective and regular course offerings so that all students have the well-rounded high school experience that will prepare them college and career success.

As a school, we need to engage in more strategic planning around better engaging community members and organizations as partners and resources that assist us in attaining our mission and vision.

Guide for Aligned Resources

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

- Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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According to the 2014-15 5Essentials Survey, Back of the Yards College Prep rated Strong in Ambitious Instruction. 92% of teachers agreed or strongly agreed that "There is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school." Additionally, 97% of teachers reported having some influence or a great deal of influence on "Establishing the curriculum and instructional program."

All departments meet at least twice a week for curriculum planning, looking at student work, planning instructional activities, and general collaboration. Unit maps are aligned to the scope and sequence of the given course using CCSS, CRS, and content-specific standards. ESL teachers include the MPI strands in unit maps. Teachers use Webb's Depth of Knowledge model to assess task complexity and map out DOK levels within each unit in order to differentiate instruction.

According to the REACH evaluations, 90% of teachers rated proficient or distinguished in "Communicating with Students" and 88% of teachers rated proficient or distinguished in "Engaging Students in Learning."

As a wall-to-wall IB school, we strongly emphasize international mindedness and a global perspective. Many classes are offered at various academic levels, including general, honors, and instructional settings. The IB Career Program and Diploma Program are offered to 11th and 12th grade students as a rigorous alternative to the general course offering. All 10th grade students are required to research, develop, and reflect on a Personal Project of their choosing with the support of a staff member.

As a phase-in school, teachers have invested time and energy to develop a scope and sequence and build a quality curriculum aligned to IB and Common Core standards. In addition, teachers have reviewed ACT's College and Career Readiness Standards to ensure their curriculum supports growth leading to the ACT exam. As a wall-to-wall IB school, teachers develop units of study that enrich student collaboration through inquiry-based projects. Further, the school's focus on Webb's Depth of Knowledge (DOK) has motivated teachers to create performance tasks that require students to make connections to real world problems and develop potential solutions, thus enhancing students' critical and strategic thinking skills. Teachers are developing strategies for responsive questioning to improve in checking for understanding and scaffolding questions to enhance critical thinking and transfer of knowledge.

To ascertain that the curriculum meets the needs of all learners, bilingual and ESL teachers incorporate the WIDA standards into their units and make the appropriate accommodations so that the curriculum is accessible and engages English learners. Special Education teachers collaborate on unit development with their co-teachers and make the necessary modifications for students with IEP's to maximize their learning experiences. There is a need to focus on improving instruction to serve all of our EL and DL students so that learning is personalized to meet their academic needs.

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

Instructional Materials:

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

Score

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Course teams work to ensure that unit maps are aligned to the CCSS, CRS, and content-specific standards. Teachers make instructional adjustments to meet the varied needs of their students. Department chairs and their teams make decisions about instructional materials and choose the appropriate texts/series based on achieving the intended content and skills. Teachers are provided with class sets of their selected instructional materials to enhance teaching and learning in all classes. All classrooms are equipped with MIMIO projectors and teachers are able to schedule time to use computers/chromebooks through the use of mobile carts or the use of one of the school's computer labs. When teachers schedule time in the Media Center, they are provided instructional support by the librarian.

There is a need to diversify materials based on students' needs. The school is exploring other resources to purchase to support and/or enrich students' learning experiences including, but not limited to, online tools or software.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	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

All teachers engage in a unit tuning protocol to ensure that course teams design and implement a rigorous curriculum. In addition, all teachers participate in the Looking at Student Work protocol through their department teams twice per month. In their bimonthly LASW meetings, teachers gather to analyze completed assignments and assessments, and to provide the presenter with feedback to improve teaching through the incorporation of more effective strategies. Teachers discuss and share ideas to re-engage students in re-teaching approaches to ensure that they acquire necessary skills and content. The 5 Essentials Survey data reveals that students view ambitious instruction as strong, scoring it at an overall 75 (English 68, Math 85). This indicates that most students understand that their teachers push their thinking to include problem solving for and engaging in discussions about real world issues. In addition, most students recognize that their teachers include opportunities for students to collaborate on assignments with their peers.

There is a need to structure LASW so that feedback sessions take place consistently throughout the school year. In addition, there is a need to train teachers to give their colleagues high quality, critical feedback to push their planning practices. In addition, there is a need for teachers to engage their students in quality discussions about assignments and assessments, and their relevance to their learning.

Guide for Rigorous Student Tasks

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

- Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

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

1 2 **3** 4

Back of the Yards Incoming 9th grade students have the opportunity to attend Freshmen Connection in preparation of the upcoming school year. Students are exposed to a variety of college majors and career options through the College and Career Fair, college visits, career inventories, and college preparatory classes such as OneGoal and Approaches to Learning. The IB Career Program and IB Diploma Program for 11th and 12th grade students offers a curriculum with an emphasis on post-secondary readiness. BOYCP rated Strong in Expectations for Postsecondary Education. 100% of teachers agree or strongly agree that "The curriculum at this school is focused on helping students get ready for college." To ensure that students had a designated space to explore postsecondary opportunities, the school designed a postsecondary lab where students engage in pre- and post-college visit workshops and/or use Naviance tools to research college options. Further, a College and Career Coach position was allocated to provide students with additional opportunities to learn about postsecondary options, as well as to affirm a college-going culture at the school.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal

- setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	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.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

1 2 **3** 4

The majority of teachers score proficient in the REACH Domain 3 (Instruction), with about a quarter of practice is recognized as distinguished. According to the 5E's, both students and teachers believe that instruction is ambitious. Students are experiencing success at BOYCP, as evidenced through freshmen on track rates, attendance rates, and EPAS/PSAT assessment data.

As a school we are working toward scaffolding complex tasks for all students including EL and DL students. We are continuously working toward developing formative assessments to monitor the need for intervention and enrichment as evidenced by department/team agendas (Looking at Student Work protocol, grade level team meeting agendas, etc.)

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and

- answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

Students are provided with multi-tiered SEL and academic supports. Students receive after school academic support through Homework Center, where after school tutoring is provided for each content area. This year, the school partnered with Metropolitan Family Services to provide additional support to students with social/emotional issues. The social worker meets with 6-8 students weekly to provide services to our students, and the counselor provides students with ongoing assistance to support their needs throughout the school day. The 5 Essentials data revealed that students feel a very strong sense of trust with their teachers, scoring this component at a 99. This indicates that students are comfortable reaching out to their teachers when they face challenges. In addition, students scored the support environment category with as strong, with a score of 79. This score demonstrates that the school still needs to reach students who struggle academically, socially, and emotionally.

Attendance and 5 E's data show that students feel supported and safe in school. Students who have arrived to BOYCP with PLPs have demonstrated success and are on track.

We have decided as a school to focus on tiered academic interventions within the school day as evidenced in our shift for grade level meetings during semester 2. The shift moves from entire grade levels focusing on tier 3 D and F reports to smaller groups of teachers reflecting on the needs of individual tier 2 students.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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

Students are regularly assessed in each of their classrooms through multiple measures. Grade distribution reports show that by the end of marking periods there is a decrease in the number of students failing. As a school we are focused on creating post-secondary success for students by promoting "B's or better". We recognize that there is learning for both staff, students, and families which need to occur in order for our students to be prepared for college and career readiness. Furthermore, there is still a need to still develop authentic assignments and assessments that are aligned to MYP criterion/standards to clearly communicate student learning outcomes through grades.

It was noted that there is an increase in the number of EL and DL students who receive C's, D's, and F's in comparison to their general education counterparts. We still have work to do as a staff around standards based grading and how our grades reflect true student learning.

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
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

According to the 5 Essentials survey data, our ambitious instruction received a strong score of 75. This indicates that teachers have clear, well-structured, and engaging instruction for students. Within the building there is a shared belief in the importance of learning and hard work. This school is a highly collaborative environment that teachers create to challenge and engage students, as well as each other. Students feel that teachers challenge them to do their best, meet grade level expectations, and to keep them motivated and engaged. On a weekly basis the school collects and reviews the D and F report to use as a tool for identifying students who needs extra support. Further, the school is beginning to focus more on the vulnerable students receiving average grades and developing instructional strategies to increase their opportunities for academic success. These supports are put into place both in the classroom and during homework center. As a school we are working on rewarding students more often as a positive reinforcement. Some examples include our scaffolded rewards for "C's or better" and "B's or better". Students are given frequent and informative feedback through daily check-in and exit tickets, cooperative learning techniques, and quizzes. This allows students to receive quick and informative feedback before summative assessments.

Through ATL skills, our school is trying to instill a lifelong learning and growing mindset over time. Our goal for students to achieve skills for lifelong learning can be met through well developed unit planning and assessments of ATL skills.

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

Teacher-teacher trust is strong in our school as shown through our score of 79 in the 5 E's survey. Teachers in this school trust each other and feel respected by other teachers. Collaboration is encouraged on a weekly basis as outlined in each department's meeting agendas. Through IB instruction, students are given opportunities to learn about their community. Teachers mentor MYP students in completing a personal project and DP students in writing Extended Essays.

Student leadership opportunities and opportunities for older students to mentor younger students should be a focus as our building fills with all four grade levels (freshman-senior).

There is a need to engage teachers in order to build trust between them and administrators. Teachers scored Teacher-Principal trust as neutral (57) on the 5 E's.

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

Teachers feel a shared responsibility to help students and our school develop and improve. Teachers mentor MYP students in completing personal projects and provide guidance to DP students with Extended Essays. Our score of 85 on the 5 E's survey supports our statement of collective responsibility. Students in turn feel supported by their teacher for secondary and post-secondary success. Elective courses are being created each year as the school grows. Students have equitable access to extracurricular activities. All freshman and sophomores take part in the wall-to-wall MYP initiative here at BOYCP. Personal projects and service opportunities such as Mikva Challenge Club and Model UN provide students opportunities to make an impact on the community.

We need to further develop in-school service learning opportunities which could be capitalized upon and outlined in IB Unit Plans.

Guide for Student Voice, Engagement, & Civic Life

Students...

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 **3** 4

Back of the Yards remains committed to providing an intellectually and physically safe learning environment that promotes student growth. Through a shared belief in the IB Learner Profile, students and teachers at Back of the Yards College Prep work together to create a positive and supportive school climate and culture. All staff members reinforce a positive school climate by modeling appropriate behaviors for students. Data from our 5 Essentials Survey indicates that our students feel safe within our school building. On average, 99% of students report feeling safe in the hallways, classrooms and bathrooms. This data indicates that we have procedures in place to ensure our students feel safe in all areas of the school and during transitions between class periods. Our REACH performance data shows that 94% of teachers received ratings of Proficient or Distinguished in Domain 2. This data suggests that teachers have well-established classroom routines in place to support instruction. To further support our positive school climate and culture, our teachers have embraced the CHAMPS management model to define behavioral expectations and to reinforce positive, personal behavior for our students.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
Measures	<ul style="list-style-type: none"> ✓ School Climate Standards Rubric/Assessment ✓ 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:

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.

Score

1 2 3 4

Students at Back of the Yards play an integral part in helping to keep a calm, positive and supportive school climate. Our discipline policies have been refined to be more effective, transparent, and encouraging to students. Our SQRP data shows our rate of misconduct to be 3.9 per 100 incidences during the 2015 school year. This indicates that our school has procedures in place that reinforce positive student behavior. Our school abides by the disciplinary guidelines set forth in the Student Code of Conduct. We believe in educating student about expectations and when incidents arise, we always respond in a manner that helps students to take responsibility of their actions and to make reparations. Teachers and administrators treat students with the utmost respect and consistently respond with positive and appropriate consequences to address infractions. We need to continue to refine our practices around peer jury and IB ethics committee.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.

- Use data to determine which behaviors should be retaught or more heavily reinforced.
- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

Score

1 2 3 4

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.

The PAC at Back of the Yards has grown tremendously over the last couple of years and has been more involved with school functions, activities, and overall school well-being. The active leadership this year has brought many new faces to our building. During the monthly meetings, parents have the opportunity to ask questions, raise concerns, and give feedback. Together we have been able to host events around parenting ideologies and the home and school connection and promote the use of systems such as Parent Portal at our Open Houses and Conferences. While our 5 Essential survey data is positive and representative of one subgroup of parents, we recognize there is a need to better engage and involve other parental subgroups. As a school, we must seek out more targeted approaches to engage our non-Spanish speaking parents.

Guide for Parent Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.
 - Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**

- Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
- Send regular, positive, personalized communication from a staff member.
- Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
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: Multi-Tiered System of Support	1 2 3 4 5 ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	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: Instructional Leadership Team	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 Quality Teaching: Instruction	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: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	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: Relational Trust	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)

7 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
The school has received Well-Organized status in SY14 and SY15. The goal is to continue improving communication and building trust among all school stakeholders to ensure that we continue to be recognized as Well-Organized by teachers, students, and parents. We will continue to promote and build a culture of calm and respect among our school community by expanding collaborative learning opportunities for students and teachers through coursework and professional development.	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	73.00	(Blank)	(Blank)	(Blank)
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	79.00	(Blank)	(Blank)	(Blank)
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	40.00	(Blank)	(Blank)	(Blank)

Freshmen On-Track Rate

We have systems and structures in place to support students who are at-risk of demonstrating a lack of academic success, including MTSS and grade level teams. The MTSS team is comprised of the counselor, attendance coordinator, ELPT, Case Manager, and one administrator. The grade level team is comprised of core and non-core 9th grade teachers who focus on bi-weekly "Kid Talk" and D/F report monitoring. Our MTSS team and our freshman grade level team closely monitor students' grades on a weekly basis, and provide immediate interventions when students show they are experiencing challenges in meeting course expectations. As a team focused to support students' academic and social/emotional success, the MTSS group ensure all aspects of students' needs are addressed by the appropriate staff member.

99.30

100.00

95.00

95.00

4-Year Cohort Graduation Rate

Students in our current senior class are on track to graduate within four years. We have implemented student supports at each grade level so that our students continue to receive appropriate interventions throughout their high school careers. Student supports include guidance counseling and tutoring/office hours to ensure students receive the academic and social/emotional assistance they need in order to remain on track to graduate. Our initial cohort of 281 students has decreased overtime, and though students were successfully transferred to other schools, it is challenging to determine and ensure that the students remained on track to graduate within four years.

(Blank)

(Blank)

90.00

90.00

1-Year Dropout Rate

Our intervention system targets students to deter them from dropping out of high school. In the event that students make the decision to leave the traditional high school setting, the counselor provides them with enrollment information for alternative schools so that students are fully aware of their options.

(Blank)

0.40

0.50

0.50

College Enrollment Rate

We hold our students to high expectations and ensure that they understand that college is the ultimate option post high school. To enhance students' knowledge and to promote a college-going culture beginning in the 9th grade, we engage students in postsecondary awareness workshops, college trips, and college and career fairs. In addition, we recognize that our students' passions may lead them to follow other paths to start their careers. As a result, we expose them to postsecondary programs to deepen their understanding of vocational options.

(Blank)

(Blank)

85.00

87.00

College Persistence Rate

We recognize that the transition from high school to college brings uneasiness to young adults, and as a result, we envision providing summer transition workshops to help students through the summer months and into their first year of college. To support our work, our partnership with OneGoal, as well as our preliminary plans to offer Senior Seminary, will provide us with the additional tools we need to monitor and support our graduates in their first year of college, and beyond. As we build a cohort of high school graduates turned college students, we plan to engage them in mentoring our future high school graduates so that our students recognize that they, too, can make college a realistic goal.

(Blank)

(Blank)

83.00

85.00

Average Daily Attendance Rate

We promote and encourage students to maintain stellar attendance to ensure positive learning outcomes. Our attendance clerk clearly communicates with our students and their parents about the importance of attending school each day. The attendance clerk makes daily phone calls when students are absent or arrive tardy, and home visits for students with truancy issues. Students with attendance problems are placed on a daily check-in contract by the attendance clerk in a concerted effort to monitor their attendance, punctuality, and grades. Parents are engaged in conferences with the MTSS team in the event that attendance becomes problematic.

95.80

96.80

96.00

96.50

Custom metrics

1 of 1 complete

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

Professional Learning

This year, teachers voted to include Flex Day professional development as part of our calendar for learning in 2016-2017. Faculty will meet an additional 70-minutes each month to drive school initiatives including, but not limited to, LASW, rigorous task design and alignment to IB criterion, and our powerful practice. The summer will be spent developing a professional learning calendar so that all stakeholders know in advance how to best prepare for our Flex time.

(Blank)

(Blank)

(Blank)

(Blank)

In addition to Flex Day professional development, three principal-directed preparation periods will be used for Advisory, department, and grade level meetings. During department meetings, teachers will work on our B's + initiative to improve students' GPA's, designing cycle work centered around department goals and monitoring students' skills and content acquisition, as well as refining their content scope and sequence to ensure students meet department goals. Grade level meetings will drive Freshmen, Sophomore, Junior, and Senior on-track metrics, as well as Tier 1 interventions to support students on the D/F report.

Strategies

Strategy 1

If we do...

Develop curriculum and rigorous tasks that are include the varying levels of Depth of Knowledge (DOK), and are vertically aligned to Common Core State Standards, IB Standards (Principles of Practice), and NGSS

...then we see...

fully developed and rigorous units of study across all grades, content, program, where students have exposure to real-world connections

...which leads to...

teacher collaboration to design high quality, CCSS-aligned units that support improved performance on PARCC, PSAT/SAT, IB Assessment, AP Exams, Dual Credit, College Enrollment, and College Persistence rates

Tags:

Curriculum Design, Curriculum, Rigorous tasks, Ib, Dok

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Department teams will backwards plan from 12th grade to develop a scope and sequence of skills and content taught over the course of 4 years.

Department chairs

Jul 1, 2016 to Dec 1, 2016

Scope & Sequence maps, department meeting minutes, unit plans

Not started

Curriculum Design

Develop a small team of teachers to redesign the unit tuning process in order to improve collegial feedback on units. Provide professional learning for teachers on feedback and the new unit tuning process.

AP, MYP & DP coordinators, teachers

Jul 1, 2016 to Sep 1, 2016

Unit tuning protocol

Not started

Curriculum Design

Course teams will develop rigorous student tasks and engage in cycles of feedback for each unit aligned with scope and sequence and standards

Course teams, department chairs

Jul 1, 2016 to Jun 30, 2017

Tasks, unit plans, department meeting minutes

Not started

Teacher Teams/Collaboration, Rigorous tasks, Depth of knowledge

Provide professional learning through department meetings to increase teachers' understanding and implementation of DOK and responsive questioning	Department Chairs, ISL's, Administrators	Aug 31, 2016 to Jun 16, 2017	Agendas and meeting minutes, tasks,	Not started
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Strategy 2

If we do...

Provide professional development that focuses on improving our questioning and discussion techniques using DOK as a framework for creating responsive questions

...then we see...

teachers checking for understanding, engaging students in questions and discussions which are scaffolded for student readiness, and supporting students in thinking critically in order to improve their understanding and application of content

...which leads to...

teachers developing scaffolded and rigorous lessons, engaging in MTSS-LASW protocols, and improved teacher performance in Domain 1 of the CPS Framework for Teaching

Tags:

Assessment, College Access and Persistence, Rigorous tasks, Cognitive demand, Classroom rigor, Depth of knowledge, Domain 1

Area(s) of focus:

3

Action step	Responsible	Timeframe	Evidence for status	Status
Plan and implement differentiated professional development on DOK	Department Chairs and Media Specialist	Jul 1, 2016 to Jun 1, 2017	PD calendar, PD Agendas, participation surveys	On-Track

Teacher Teams/Collaboration, Instructional practices, Professional development, Depth of knowledge

Engage teachers in lesson tuning and LASW to receive collegial feedback on task development	Department Chairs	Sep 6, 2016 to Jun 16, 2017	LASW calendar, unit/lesson tuning calendar	On-Track
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Teacher Teams/Collaboration, Lesson planning

Full faculty learning walks to collect data on improved instructional practices related to questioning	ILT	Sep 12, 2016 to Jun 16, 2017	Learning Walk calendar, feedback cycle, PD agendas	Postponed
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Teacher Teams/Collaboration, Cycles of professional learning, Dok

Design cycles of inquiry at the ILT and department levels to monitor school progress	ILT and Department Chairs	Aug 15, 2016 to Jun 30, 2017	Initial cycle design, progress monitoring calendar	Not started
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Cycle of inquiry, Cycles of continuous improvement, Expectations and goals

Create a professional learning calendar that engages teachers in	(Blank)	select	(Blank)	Behind
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Professional Learning

Strategy 3

If we do...

...then we see...

...which leads to...

Create an intentional rich college-going culture inside and outside of the classroom, that equips students and families with knowledge, support, and exposure to college

Increased number of students completing FAFSA, applying and being accepted to college and being awarded scholarships and grant opportunities

Increased FOT/SOT and higher graduation and college persistence rates

Tags:

College Access and Persistence, Climate and Culture, Post secondary supports

Area(s) of focus:

4

Action step

Responsible

Timeframe

Evidence for status

Status

Host freshmen connection for incoming freshmen students in order to acculturate them to BOYCP climate and culture.

Freshmen team, administration, counseling staff, teachers

Jun 27, 2016 to Jul 29, 2016

Freshmen connection rosters, planning documents

Completed

College Access and Persistence, Supports

Plan for and host "summer melt" for graduated seniors to ensure students are prepared to enter their post-secondary setting and to ensure a smooth transition to college

Counseling team, college & career coach, One Goal teachers

Jun 26, 2017 to Sep 1, 2017

Summer melt sessions, meeting notes

Not started

College Access and Persistence, Post secondary

Plan for and deliver faculty professional learning around post-secondary language, opportunities, and the technical aspects of the college going process

Post-secondary leadership team

Aug 1, 2016 to Jun 30, 2017

School Improvement agendas

Not started

Professional Learning, College Access and Persistence

Plan for and deliver "Parent University" workshops to familiarize parents with the college going process

College and career coach, post-secondary team

Aug 1, 2016 to Sep 1, 2017

Parent University calendar, agendas

Not started

Family and Community Engagement, Parent, Post secondary

Plan for and deliver learning for students, staff, and families about the importance of "B's or better"

Grade Level leads, ILT,

Jan 1, 2016 to Jan 1, 2016

Planning notes, event/learning calendar

On-Track

College Access and Persistence, Grading

Expand counseling department to include either another counselor or social worker in order to best support students with their SEL, counseling, and college advising needs

Admin, counseling staff

Jul 1, 2016 to Dec 1, 2016

Position, roles and responsibilities of each counselor outlined

Completed

SEL, Post secondary supports

Strategy 4

If we do...

...then we see...

...which leads to...

Provide professional development that incorporates best practices to improve student engagement in rigorous coursework and organize interdisciplinary lessons to allow opportunities for students to make connections between courses and real-world experiences

teachers implementing strategies that increase rigor in the classroom, using responsive questioning techniques to scaffold or enrich learning

teachers embedding best practices and student supports in class to improve student learning, as well as engaging in PD to develop curriculum that promotes students making connections throughout their learning.

Tags:

Professional development, Dok, Classroom rigor, Teacher collaboration, Rigorous instruction, Scaffolding

Area(s) of focus:

1, 2

Action step	Responsible	Timeframe	Evidence for status	Status
Engage teachers in professional learning around powerful practice (DOK, Responsive Questioning)	Administration	Aug 31, 2016 to Jun 16, 2017	Agendas and minutes	On-Track
Professional development, Dok				
Organize learning walks to collect data on powerful practice implementation	ILT	Sep 5, 2016 to Jun 16, 2017	Learning walk data	Not started
Data, Dok				
Engage in LASW to ensure varying levels of DOK in assignments and assessments	Department Chairs	Aug 31, 2016 to Jun 16, 2017	Meeting minutes, agendas, completed tasks	Behind
Rigour, Dok, Lasw				
Include feedback on planning for rigorous instruction in unit tuning process	N8TL's	Aug 31, 2016 to Jun 16, 2017	Feedback on units, ILT meeting minutes	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Department teams will backwards plan from 12th grade to develop a scope and sequence of skills and content taught over the course of 4 years.</p> <p>Tags: Curriculum Design, Curriculum, Rigorous tasks, Ib, Dok, Curriculum Design</p>	Department chairs	Jul 1, 2016	Dec 1, 2016	Not started
<p>✚ Develop a small team of teachers to redesign the unit tuning process in order to improve collegial feedback on units. Provide professional learning for teachers on feedback and the new unit tuning process.</p> <p>Tags: Curriculum Design, Curriculum, Rigorous tasks, Ib, Dok, Curriculum Design</p>	AP, MYP & DP coordinators, teachers	Jul 1, 2016	Sep 1, 2016	Not started
<p>✚ Course teams will develop rigorous student tasks and engage in cycles of feedback for each unit aligned with scope and sequence and standards</p> <p>Tags: Curriculum Design, Curriculum, Rigorous tasks, Ib, Dok, Teacher Teams/Collaboration, Rigorous tasks, Depth of knowledge</p>	Course teams, department chairs	Jul 1, 2016	Jun 30, 2017	Not started
<p>✚ Provide professional learning through department meetings to increase teachers' understanding and implementation of DOK and responsive questioning</p> <p>Tags: Curriculum Design, Curriculum, Rigorous tasks, Ib, Dok</p>	Department Chairs, ISL's, Administrators	Aug 31, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Plan and implement differentiated professional development on DOK</p> <p>Tags: Assessment, College Access and Persistence, Rigorous tasks, Cognitive demand, Classroom rigor, Depth of knowledge, Domain 1, Teacher Teams/Collaboration, Instructional practices, Professional development, Depth of knowledge</p>	Department Chairs and Media Specialist	Jul 1, 2016	Jul 1, 2017	On-Track
<p>✦ Engage teachers in lesson tuning and LASW to receive collegial feedback on task development</p> <p>Tags: Assessment, College Access and Persistence, Rigorous tasks, Cognitive demand, Classroom rigor, Depth of knowledge, Domain 1, Teacher Teams/Collaboration, Lesson planning</p>	Department Chairs	Sep 6, 2016	Jun 16, 2017	On-Track
<p>✦ Full faculty learning walks to collect data on improved instructional practices related to questioning</p> <p>Tags: Assessment, College Access and Persistence, Rigorous tasks, Cognitive demand, Classroom rigor, Depth of knowledge, Domain 1, Teacher Teams/Collaboration, Cycles of professional learning, Dok</p>	ILT	Sep 12, 2016	Jun 16, 2017	Postponed
<p>✦ Design cycles of inquiry at the ILT and department levels to monitor school progress</p> <p>Tags: Assessment, College Access and Persistence, Rigorous tasks, Cognitive demand, Classroom rigor, Depth of knowledge, Domain 1, Cycle of inquiry, Cycles of continuous improvement, Expectations and goals</p>	ILT and Department Chairs	Aug 15, 2016	Jun 30, 2017	Not started
<p>✦ Create a professional learning calendar that engages teachers in</p> <p>Tags: Assessment, College Access and Persistence, Rigorous tasks, Cognitive demand, Classroom rigor, Depth of knowledge, Domain 1, Professional Learning</p>				Behind
<p>✦ Host freshmen connection for incoming freshmen students in order to acculturate them to BOYCP climate and culture.</p> <p>Tags: College Access and Persistence, Climate and Culture, Post secondary supports, College Access and Persistence, Supports</p>	Freshmen team, administration, counseling staff, teachers	Jun 27, 2016	Jul 29, 2016	Completed
<p>✦ Plan for and host "summer melt" for graduated seniors to ensure students are prepared to enter their post-secondary setting and to ensure a smooth transition to college</p> <p>Tags: College Access and Persistence, Climate and Culture, Post secondary supports, College Access and Persistence, Post secondary</p>	Counseling team, college & career coach, One Goal teachers	Jun 26, 2017	Sep 1, 2017	Not started
<p>✦ Plan for and deliver faculty professional learning around post-secondary language, opportunities, and the technical aspects of the college going process</p> <p>Tags: College Access and Persistence, Climate and Culture, Post secondary supports, Professional Learning, College Access and Persistence</p>	Post-secondary leadership team	Aug 1, 2016	Jun 30, 2017	Not started
<p>✦ Plan for and deliver "Parent University" workshops to familiarize parents with the college going process</p> <p>Tags: College Access and Persistence, Climate and Culture, Post secondary supports, Family and Community Engagement, Parent, Post secondary</p>	College and career coach, post-secondary team	Aug 1, 2016	Sep 1, 2017	Not started
<p>✦ Plan for and deliver learning for students, staff, and families about the importance of "B's or better"</p> <p>Tags: College Access and Persistence, Climate and Culture, Post secondary supports, College Access and Persistence, Grading</p>	Grade Level leads, ILT,	Jan 1, 2016	Jan 1, 2016	On-Track
<p>✦ Expand counseling department to include either another counselor or social worker in order to best support students with their SEL, counseling, and college advising needs</p> <p>Tags: College Access and Persistence, Climate and Culture, Post secondary supports, SEL, Post secondary supports</p>	Admin, counseling staff	Jul 1, 2016	Dec 1, 2016	Completed
<p>✦ Engage teachers in professional learning around powerful practice (DOK, Responsive Questioning)</p> <p>Tags: Professional development, Dok, Classroom rigor, Teacher collaboration, Rigorous instruction, Scaffolding, Professional development, Dok</p>	Administration	Aug 31, 2016	Jun 16, 2017	On-Track
<p>✦ Organize learning walks to collect data on powerful practice implementation</p> <p>Tags: Professional development, Dok, Classroom rigor, Teacher collaboration, Rigorous instruction, Scaffolding, Data, Dok</p>	ILT	Sep 5, 2016	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
+ Engage in LASW to ensure varying levels of DOK in assignments and assessments Tags: Professional development, Dok, Classroom rigor, Teacher collaboration, Rigorous instruction, Scaffolding, Rigour, Dok, Lasw	Department Chairs	Aug 31, 2016	Jun 16, 2017	Behind
+ Include feedback on planning for rigorous instruction in unit tuning process Tags: Professional development, Dok, Classroom rigor, Teacher collaboration, Rigorous instruction, Scaffolding	N8TL's	Aug 31, 2016	Jun 16, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

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.

Back of the Yards parents will meet as a part the PAC to assess the school's progress towards meeting required components of the NCLB, Title I School Parent Involvement Plan and Policy. Parents will have opportunities to provide input based on review PAC reports, as well as other pertinent data shared by the school.

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 school will hold an annual meeting to inform parents of the school's participation in NCLB, Title I programs. Title I requirements, as well as parental rights, will be explained during meetings. Monthly PAC meetings, as well as bi-quarterly Coffee with the Principal meetings will be held to engage parents of students participating in NCLB, Title I program in the school. Parent nights will be planned to engage parents in our annual Open House, College Fair, MYP, IB, Postsecondary nights. The projected Title I Annual Meeting and Title I PAC Organizational Meeting will be held separately on September 30, 2016.

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.

Through the annual Parent/Student Orientation to the school, parents will be provided with information about the Title I program. Parents will meet with teachers who will share curriculum information, as well as contact information so that parents are engaged in their students' education. Parents will be informed of the assessment tools used by the school and the District to monitor academic progress through monthly PAC meetings, as well as the State of the School Address.

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.

The Parent Advisory Council will establish dates for regularly monthly meetings for parents to share suggestion and to participate in decision making regarding student progress. The school will support the PAC in determining ways in communicate with the larger Back of the Yards community through flyers, mailings, and robocalls.

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.

Back of the Yards will share with parents district level and school-based reports detailing their child's performance on State assessments in math, reading and English. This will help parents to understand the overall climate and culture of the school and the academic progress of their student.

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.

All Back of the Yards College Prep HS staff is 100% in compliance as it relates to Highly Qualified status through ISBE. Back of the Yards will strive to continue hiring highly qualified staff as the school grows and staff expands. Parents will be provide with a timely notice of certification deficiencies should they arise.

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 will support parents in their understanding of content standards and state academic achievement standards for NCLB Title I. The school will share grades, standardized assessment data, interim assessment data and performance task data with parents to garner their support in monitoring student progress. Reports will be created in target home language. As well, teachers will establish open lines of communication with parents to share with them ways in which they can support the learning of their student.

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.

The school will provide information, resources and training to parents so that they are better able to support the academic growth of their student. The school will utilize various engagement strategies to increase awareness and action from parents in supporting the academic accomplishments of their students.

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.

Back of the Yards believes parental support is an integral component in student achievement. As a result, teachers will meet in teams to share and to acquire strategies to engage parents in the school and in their students' learning experiences. Teachers will continue to make weekly phone calls home to parents to keep them informed of academic outcomes, and regular mailings will be sent in an effort to improve communication between the school and the home. In addition, teachers plan weekly meetings with parents of struggling students and involve parents in creating academic learning contracts to keep students on track.

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.

The school, in conjunction with the Parent Advisory Council, will organize a variety of parent workshops to encourage and support parental participation in the academic progress of their child. Throughout the year parents will be surveyed for the types of supports needed to better assist them in their support of their child. Parents will also be invited to volunteer their time, in support of various schoolwide programs.

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.

Back of the Yards will provide information related to school programming in the parent's home language. The information will be organized so that it is understandable and useful to the parent.

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)

The school will be eligible for an LSC in July 2016. At this time, there is no LSC in place as Back of the Yards is a new phase-in school.

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.)

Back of the Yards College Prep faculty and staff are committed to provide students a variety of experiences that integrate and expand student understanding of global perspectives and international-mindedness. Staff members are dedicated to promoting intercultural respect and understanding, which will inspire students to contribute to their community and beyond. Students will be offered a high quality, rigorous curriculum that advances their critical thinking skill and motivates students to become problem solvers and socially responsible citizens.

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.

The school conduct parent-teacher conferences according to the CPS annual calendar. In addition, parents will have the opportunity to meet with teachers at other times throughout the year, including Open House and quarterly parent nights, to engage in discussions around student progress towards meeting academic goals.

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

The school will provide parents with 5-week progress report and quarterly report cards to communicate their child's progress. The school will also support and encourage parents to use Parent Portal to keep abreast of student progress.

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

At Back of the Yards, parents make appointments to see staff before school, after school, or during prep periods. Further, parents who wish to see non-teaching personnel can do so before school, after school, or during the instructional day.

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

Parents are strongly encouraged to volunteer and participate in class related activities, eg. Open House, field trips, sports activities, college fair and academic awards celebrations. These opportunities exist throughout the school year.

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

Parents at Back of the Yards are encouraged to work in concert with the school to support their child's learning by monitoring attendance, reporting behavioral issue, attending IEP meetings, attending parent conferences, monitoring completion of class assignments, participating in parental surveys and support school-wide academic initiatives.

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

Parents will be encouraged to consult with the school when determining the best course of action to address the educational needs of their student. Parents can request to meet with school staff to discuss student needs. However meetings can also be convened by teachers or administration. All parties will decide collaboratively and reach a consensus on the best course of action for the student. In the spirit of clear and transparent communication, the school will share information with parents in their home language in written and verbal form.

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

Students will share in the responsibility of lifting their own academic achievement by attending school daily, maintaining a positive outlook on learning, engaging fully in class and completing school tasks to the best of their ability. Students will be encouraged to make every effort to perform well on assessment and use assessment to track and monitor their progress towards academic goals. Additionally, students will assume the responsibility of improving the overall academic culture and climate of the school by engaging in extra-curricular activities, supporting school wide initiatives and contributing to the overall well-being of the school community.

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.

- Engage parents in learning opportunities designed to provide:
- 1) Training on Parent Portal to keep abreast of student performance
 - 2) Online learning opportunities related to ESL and literacy to improve their abilities to support student learning
 - 3) Exposure and awareness of the college-going process, and the tools to support their student by cultivating a college-going culture in the home
 - 4) Workshops to increase their knowledge on and understanding of adolescent behaviors to support their learner's social/emotional well-being

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.	\$ Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 845 .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)	\$ 1486 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 500 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 500 .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.	\$ Amount .00
53510	Postage Must be used for parent involvement programs only.	\$ Amount .00

53306 **Software**
Must be educational and for parent use only.

\$	800	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.

\$	2500	.00
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