Chicago Academy High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/20/2018	School Leadership Team	Reflecting on and color-coding categories
04/02/2018	Instructional Leadership Team	Reflecting on and color-coding categories
04/03/2018	School Leadership Team	Scoring categories and aligning evidence

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

Strengths: Both the Instructional Leadership Team and the School Leadership Team have had a significant voice in the conversation about school vision and priorities. Many staff members in the school serve in various leadership role in order to lead teams and drive the work of those teams. For the first time in many years, we had a clear, concise, consistent instructional priority broken into manageable quarterly benchmarks. Also, the ILT led most of the work around the Instructional Priority.

Areas of Growth: Our Instructional Priority was focused on planning. We did not engage in much conversation around instructional practices (domains 2 and 3). This year, administration developed the vision for the school year, and while the ILT and SLT were very much invested in that vision, they did not have a significant voice in that design process in the summer of 2017. While some staff believes that we all own the work of the school and we all own every student, other staff members believe their are aspects of our work that is not their responsibility.

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.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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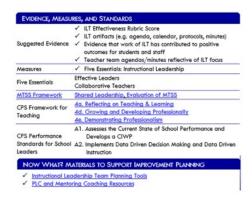
Score

1   2   **3**   4

> Strengths: During the second quarter, the ILT came forward to admit they needed more time with the quarter 1 benchmark and that we would need to revisit our quarterly benchmarks for the year. This ability and willingness to reflect on what was working and what wasn't ensured our adult learned gave staff exactly what they needed. We often use protocols to engage in effective discussions (e.g. pluses/deltas, grade level data protocols, CIWP highlighter protocol, LASW protocol, etc.) We have established clear meeting structures for ILT, SLT, departments, grade level teams, etc.
>
> Areas of Growth: We're missing a few key players on a few of our staff leadership teams (e.g. EL coordinator on ILT, assistant dean on SLT, post-sec. coordinator on ILT, etc.) We do not use data as frequently or effectively as we could. For example, we still haven't moved to analysis of SAT data within course teams. Therefore, this data is not represented in unit plans and summative assessments. We have started to build the capacity of teacher leads and teacher teams to lead cycles of learning and problem-solve around student data. We need to continue to build the leadership capacity of staff leaders. We need to give them more autonomy and more voice in the design and vision-setting process so that they are not just executing the ideas and plans of the administration team.

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

Professional Learning:

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

Score

1   2   **3**   4

> Strengths: Our Wednesday professional learning series was designed by the ILT and with feedback from the staff as a whole. All learning was connected to our instructional priority for the school year. We have established times for teachers to collaborate and learn from and with one another: Wednesday PD, department meetings, course teams, grade level meetings, etc.
>
> Areas of Growth: We have not yet embarked on teacher-teacher observations or teacher-teacher coaching. While team admin tries to conduct a pop-in for each teacher every month or so, the non-REACh feedback is not as frequent as it could be. We could also facilitate a more robust new teacher induction to ensure that new teachers understand the expectations of CAHS teaching and learning and have the resources and support to learn and implement those expectations. We also do not have a solidified new teacher mentoring program

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

Aligned Resources:

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

Score

1 **2** 3 4

Strengths: CAHS is fortunate to have a stellar finance manager who is excellent at managing the books. Together with the principal, they have kept track of priorities for the school and have ensured that the budget allows for those priorities. Over the past few years, teachers have been an integral part of the interviewing process. They have weighed in on what they are looking for in top-tier candidates and have been very much involved in the selection process. CA has developed many prestigious academic partnerships over the past few years: Chicago Shakespeare Theater, Lincoln Park Zoo, Lyric Opera, Joffrey Ballet, etc.

Areas of Growth: Currently, our RISE time is not being used as effectively as it could be, and the majority of the staff agrees. It's time to evaluate whether RISE is responsive to student needs. The focus for the past few years has been the 9th grade team and developing the capacity of the 9th grade team lead. It is now time to think about the 10th-12th grade teams and their leads. These teams have not been quite as effective as the 9th grade team, in large part because of the lack of focus and lack of capacity building for the team leads. Over the past 2 years, CA has seen a 50% staff turnover.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1 **2** 3 4

Strengths: Departments started the work of unpacking standards and made significant progress is understanding the rigor and requirements of CCSS, NGSS, NCAS, etc. Through the work of unpacking standards, departments and course teams made significant progress in designing units of study and aligning those units to the standards. Also through this work, we've moved from a focus on test prep to a focus on big ideas and skills. Teachers have been held accountable for the completion of unit plans and the alignment of standards, objectives and assessments.

Areas of Growth: We are not staffed appropriately for the number of diverse learner students in our school. We are also not staffed appropriately to effectively serve students' social-emotional needs. We have a lot of work to do to integrate social-emotional learning into students' every day experiences at CAHS. The attempts that are made to serve students' SEL needs are short-term. We have no long-term plan or vision for this work. Next, although we now have an established English Language Learner program, we now need to develop it. Lastly, we have much work to do around understanding the difference between scaffolds for all (tier 1) and differentiation for small groups and individual (tier 2 and 3).

Guide for Curriculum

- ○ ■ **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 standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- ○ **Integrate academic and social emotional learning.**
- ○ **Connection to real world, authentic application of learning. For example,**
  - Provide opportunities for meaningful project-based learning.

- Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
  - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
    - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

Instructional Materials:

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

Score

1 **2** 3 4

> Strengths: The ELA team has implemented engageAUSL with fidelity. Due to this fidelity, they were able to reflect on the strengths and areas of growth and make adjustments based on what was best for CA students. Next, as a 1:1 school, much of our staff is integrating technology in the classroom daily such that technology is integral to students' learning experiences.
>
> Areas of Growth: First, the engageAUSL curricular resource for math has been challenging to implement. This transition was more difficult for math than ELA. Therefore, the math team does not implement engage to the extent we imagined they would. Also, we do not currently have robust curricular resources for science, social studies, Spanish, or the arts. These teachers design their own curriculum. Most of these teachers are also teams of one so they have limited opportunities for collaboration with other professionals. Finally, we have lots of work to do around scaffolding, differentiating, and designing appropriate interventions. (See notes in MTSS.)

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
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	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

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

Strengths: First, we have a lot of mid-service/veteran teachers who have the experience to support new teachers in developing structures and teaching how to have students assume responsibility for their work. Next, our math and ELA teams have focused on the key shifts in literacy and math through CCSS. Next, through our focus on standards, every department as made progress in aligning instructional tasks to objectives. Also, multiple departments ask students to provide evidence of their thinking (ELA, math, social studies, science)

Areas of Growth: We could do a better job of developing more authentic work for students, including having an audience that is not just the teacher. Next, departments need to move toward a culture of looking at student work more frequently. Finally, there are still some staff members who have a mindset that "this is what we've always done". We need to move away from that. We need to push students to want to learn because learning is crucial to a well-balanced life and not just learning for the sake of SAT.

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). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
    - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
    - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
    - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
    - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
    - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
    - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.

- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQuIP) ✓ Slice Protocol – Looking at Student Work	

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

Strengths:
Areas of Growth:

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, CTE recruitment fairs, 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 CTE Pathways around career options
  - 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.
- Provide opportunities for Dual Credit/Dual Enrollment
- **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.
  - Equipping students and families with persistence strategies. (College Persistence Toolkit)
  - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 **2** 3 4

> Strengths: We have been well-planned this year, and we have communicated objectives to students through the marker board configuration, as we were held accountable for doing.
>
> Areas of Growth: We have work to do around student choice, problem-based learning, interdisciplinary learning, and differentiation. As a staff, we need some development around best practices for questioning and discussion. We also need to better understand the difference between scaffolding and differentiation. Next, we need development on progress monitoring and interventions. We tried to start this work through our exit ticket initiative this year but we need continued development around formative assessment. Lastly, we could do more to develop a culture of student ownership of their learning.

Guide for Instruction

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

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

Evidence, Measures, and Standards

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

Strengths: First, we have a strong diverse learner team who consistently implements appropriate accommodations for DL students. Also, both the ELA team and the math team have embraced the key shifts in math and ELA instruction as outlined in the CCSS. Finally, we made some progress through our instructional priority this year in designing student assessment at the beginning stage of the planning process so that our units were backwards designed. We also made some progress in more consistently implementing exit tickets at the end of our block periods.

Areas of Growth: First, we use two different grade books-- Schoology and Grade Book/SIM. This is challenging for our students and parents causing unclear communication about student progress. Next, we need to improve on using assessments that measure the development of academic vocabulary for our EL students. We also need to do a better job of progress monitoring tier 2 and 3 interventions, both academic and social-emotional. Finally, we have not yet dug into our SAT/PSAT data in order to meaningfully incorporate the implications of that data into our units of study. We need to do item analysis.

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 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.
  - 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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership ~Grading + Reporting	

Multi-Tiered System of Supports:

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

> Strengths: Many of our teachers are reflective practitioners who adjust their tier 1 instruction to meet the needs of students. Next, through our standards-based grading policy, each student has the opportunity to progress upon demonstrate mastery.
>
> Areas of Growth: First, we have much work to do around designing appropriate academic and social-emotional interventions. More importantly, we need to do a better job of implementing those interventions, holding staff accountable for the follow-through, and monitoring student progress on those interventions. We also need significant support with our SEL interventions. They are currently very limited, in part because our team is very limited. Finally, once we have designed these interventions, implemented them, and monitored them, we need to communicate their effectiveness to parents. We have much work to do with MTSS.

Guide for Multi-Tiered System of Supports

- **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) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

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

Practices across our school are inconsistent. Some teachers and some staff implement strong practices to build a culture for learning, but we are not unified in our approaches. Some staff members have a growth mindset regarding developing a culture for learning while others are more fixed. Our staff is also fairly split on whether we should implement restorative practices, punitives consequences or a combination of the two. There is a lack of student ownership for their work. They see grades as something that happens to them and their goal is to get work done rather than master content/concepts. Although there are frequent opportunities for students to receive feedback, we don't always build in the class time for students to reflect on their progress after receiving that feedback

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ ASCA Mindsets & Behaviors	

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

Strengths: Our staff talks frequently about the importance of having positive relationships with students. The majority of our students are mutually supportive and respectful to one another. This year we embarked on a journey to study Singleton's Courageous Conversations about Race. Staff survey data shows that they have greatly enjoyed partaking in that learning. We will continue the "practice" and "persistence" piece in the years to come. Teacher-Teacher trust and teacher-principal trust were a few of our lowest categories on the 5 Es in the past. We have made significant progress over the past two years.

Areas of Growth: Our formal CICO program has fluctuated over the past year. We know this as a highly effective intervention that supports positive relationships between staff and students. Some staff are more corrective than positive, but most staff are more positive. Those few students who are not as supportive or respectful to one another are in need of tier 2 and 3 interventions and supports and we have not been consistent in implementing these interventions for students in need.

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
MTSS Framework	Shared Leadership, Family & Community Engagement
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

Now WHAT? Materials to Support Improvement Planning
- ✓ Social Emotional Learning Supports (cps.edu/sel)
- ✓ Trust in Schools: A Core Resource for School Reform (ASCD)
- ✓ Creating a School Community (ASCD)

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

Strengths: Many students feel comfortable approaching administration with concerns and requests, and they are very, very rarely turned away.

Areas of Growth: We are working hard to start a Student Voice Committee (SVC). We have name a staff sponsor and have two students who are already highly involved. We are struggling to get other students to be a part of this committee. We have some work to do incorporating civics, politics, current events, controversial issues, etc. into daily life at Chicago Academy.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.

- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.

  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.

    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	• MVMS Student Survey completion rates and results • Artifacts from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Service learning reports and/or reflections of SL projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

Strengths: The vast majority of times, our students and staff feel safe in our school. Overall, our transitions are safe and orderly. Student tardies is our biggest issue regarding transitions. This year we re-established a system for rewarding positive student behavior-- Cougar Coins-- and both students and staff have liked that system. Finally, we have groups of students who are very involved and leverage their student voice.

Areas of Growth: We have much work to do around implementing restorative practices whole-school. We need a solid plan for this work and then need to implement it consistently. Staff mindsets around this work are varied, so we need to consider those variances. Next, we need a more clear system for reporting concerns and our culture and climate team must be complete from the beginning of the year.

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.
- **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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

Strengths: We started a powerful parent partnership initiative in April called Coffee & Conversation. We should continue this event in the months and years to come. Junior and senior seminar, Embarc, OneGoal and STHS have been very successful SEL-infused support programs for students. PE I/Health also integrates SEL learning specifically around good decision making and healthy habits.

Areas of Growth: Involving families has never been a strength at CAHS so it is important that we create a clear vision for becoming a partnership school in the next two years. Next, our staff really needs training on how to integrate social-emotional learning into the curriculum. We also see this tied to the work of MTSS. Next, we're not sure the extent to which students are internalizing these SEL practices. We are also uncertain the extent to which students feel responsible for their actions. We need a more robust vision for getting students to own their actions and restore relationships after they make a mistake.

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.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
    - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
    - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
    - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
    - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
    - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
    - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
    - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

Score

1　2　3　4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Strengths: We have an active Bilingual Advisory Committee! Our 9th grade team makes "Sunshine Calls" to welcome all 9th grade families and discuss the importance of Freshman Connection. We recently started a parent/family email list so that we can better communicate important information with families. We also recently hosted an event called "Coffee & Conversation" which is a forum for parents to discuss various topics. For our first event, we had about 25 families in attendance.

Areas of Growth: We have few community/family events throughout the year. We host back to school night, report card pick-up, a winter arts festival, a spring concert, and an athletic banquet. Those are our few family functions. We could also do more to communicate student progress, as currently we rely on the progress report/report card system from the district and have nothing else to supplement. We rarely do home visits.

Guide for Parent and Family 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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus					
1	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	**5**	⊘
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	**⊘**
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	**⊘**
2	Expectations for depth & breadth of Quality Teaching: Instruction	1	2	**3**	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	**1**	2	3	4	5	⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	**4**	5	⊘
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1	2	3	4	5	**⊘**
2	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	**⊘**

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

Goals

Required metrics (Highschool)   14 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
Well Organized. We were well-organized in SY17 and strive to maintain that status.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
Our goal is to hit the 70th percentile this year and then post incremental progress in the years to come.	(Blank)	68.00	70.00	70.00	75.00
PSAT 10 Annual Growth Measure					
Our goal is to hit the 70th percentile this year and then post incremental progress in the years to come.	(Blank)	55.00	70.00	70.00	75.00
SAT Annual Growth Measure					
Our goal is to hit the 70th percentile this year and then post incremental progress in the years to come.	(Blank)	60.00	60.00	(Blank)	(Blank)
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
Our goal is to hit the 70th percentile this year and then post incremental progress in the years to come.	(Blank)	(Blank)	70.00	70.00	75.00
African-American School Growth Percentile SAT11					
Because we do not have any baseline data, it is challenging to determine a growth goal.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Hispanic School Growth Percentile SAT11					
Our goal is to hit the 70th percentile this year and then post incremental progress in the years to come.	(Blank)	65.00	70.00	75.00	80.00

English Learner School Growth Percentile SAT11

Description	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Because we do not have any baseline data, it is challenging to determine a growth goal.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*

Diverse Learner School Growth Percentile SAT11

Description	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Our goal is to hit the 70th percentile this year and then post incremental progress in the years to come.	*(Blank)*	*(Blank)*	70.00	75.00	80.00

Percent Meeting College Readiness Benchmarks

Description	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
We had 15 students within 50 points of the College Readiness benchmark this spring. If those 15 students hit 1010, we would be in the 40th percentile of students reaching the college readiness benchmark. From there, we will make incremental progress each year.	*(Blank)*	38.00	38.60	40.00	43.00

Early College and Career Credentials Rate

Description	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
In SY16-17, we had an abnormal number of students enrolled in an online college program due to some other programming issues. It is our goal to maintain at least 50% of students graduating with college/career credit.	46.00	68.00	50.00	50.00	50.00

Freshmen On-Track Rate

Description	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
We have a stellar FOT lead and a stellar 9th grade team. I am confident our on-track rate will be over 90% this year, and that our team will only get stronger in the years to come. Although 97% is a lofty goal for SY20, that is 5 students off-track, which I think our team could very realistically hit.	83.00	89.00	94.00	95.00	97.00

4-Year Cohort Graduation Rate

Description	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
We have traditionally had a fairly high graduate rate. We want to maintain that success and increase the graduation rate incrementally over the next few years.	83.00	84.00	84.00	87.00	90.00

1-Year Dropout Rate

Description	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
We have also traditionally had a fairly low drop-out rate. We want to maintain that success and improve incrementally over the next few years.	1.00	2.00	2.00	1.50	1.00

College Enrollment Rate

Description	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Our college enrollment rate took a dip the past year. We want to move back to the enrollment rate we saw a few years ago and then improve from there.	80.00	71.00	77.00	78.00	80.00

College Persistence Rate

Description	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Our persistence rate increased dramatically last year. We would love to maintain this growth.	64.00	81.00	79.00	81.00	87.00

Average Daily Attendance Rate

Description	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Our attendance rate has hovered between 90% and 95% for many years. It would be really great to reach the 95% benchmark. We will strive to hit that goal.	93.00	93.00	93.30	94.50	95.00

Custom metrics

0 of 0 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
create opportunities to integrate social-emotional learning in daily life at CAHS	consistent language and practices that support the academic and behavioral success of all stakeholders	an increase in academic performance, student agency, and community involvement.

Tags:
Social emotional learning, Community involvement, Restorative approaches to discipline, Student agency

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Status
Engage in root cause data analysis to determine the academic and behavioral changes we want to see in students	SLT	May 1, 2018 to Aug 31, 2018	On-Track
Compose a toolbox of social-emotional practices that are not intimidating to staff and could be fairly easily integrated into content courses in SY19	SLT; All staff	Jun 30, 2018 to Jan 1, 2019	On-Track
Engage in professional learning to become a trauma-informed staff who fully integrates SEL practices in content classes	Team Counseling; All staff	Jun 30, 2018 to Jun 30, 2019	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
create a school-wide, quantitative data management system with consistent data monitoring	opportunities to design and monitor targeted, individualized, and purposeful tier 2 and tier 3 academic and social-emotional interventions and supports	improved attendance, student agency, and social-emotional awareness, as well as decreased failures, and more transparent staff communication.

Tags:
MTSS, Analysis of data, Tier 2 intervention, Tier 3 intervention, Menu of interventions

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Determine the roles and responsibilities for the MTSS system at CAHS by updating the team organizational chart.	Team Admin.	Apr 30, 2018 to Aug 1, 2018	Not started
Set clear expectations around tier 1 academic and SEL practices to be implemented school-wide	ILT, SLT, Team Counseling	Jun 30, 2018 to Jun 30, 2019	Not started
Determine a bank of tier 2 and tier 3 academic and social-emotional interventions	ILT, SLT, Team Counseling, Culture & Climate Team, clinicians	Jun 30, 2018 to Aug 31, 2018	On-Track
Establish a Behavioral Health Team to facilitate referrals and implementation of tier 2 and tier 3 SEL supports	BHT	Jun 30, 2018 to Jun 30, 2019	On-Track
Determine and implement tier 2 and tier 3 academic supports both classroom-based and school-based responses to student academic needs	ILT, SLT	Jun 30, 2019 to Jun 30, 2020	On-Track

Strategy 3

If we do...	...then we see...	...which leads to...
communicate more frequently with parents and families	increased collaboration between CAHS staff and families	more frequent communication about student progress, higher family attendance at CAHS events, and improved partnership between the school and home

Tags:
Parent partnerships, Parent engagement, Collaboration, Parent communication, Family engagement

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
Gather information from parents and families about how they would like to be engaged at CAHS	Team Admin; front office staff	May 1, 2018 to Aug 31, 2018	On-Track
Establish a family email list that captures a working email for 80% of families	Tech Co; Team Admin	select	On-Track
Create and publish monthly newsletters including important dates and events, information about student attendance, behavior, and grades, and celebrations and areas of focus	Team Admin	Sep 1, 2018 to Jun 30, 2020	On-Track
Implement monthly parent meetings-- Coffee & Conversation-- to discuss celebrations and areas of growth	Team Admin	Mar 1, 2018 to Jun 30, 2020	On-Track
Establish an Appointed Local School Council (ALSC) that has at least 3 parent representatives	Team Admin	May 1, 2018 to Aug 31, 2018	On-Track
Establish a Friends of Chicago Academy organization	Team Admin; ALSC	Sep 1, 2019 to Jun 30, 2020	On-Track
Create a Family Contact Google Sheet that houses up-to-date phone numbers, emails and addresses, and also provides a common location for staff to log communications with family	SLT	Jul 1, 2018 to Aug 31, 2018	On-Track

Strategy 4

If we do...	...then we see...	...which leads to...
foster a culture that embraces and practices restorative approaches	students reflecting on their actions and engagements	increased student ownership of actions, restored relationships between students, staff and the community, and improved student behavior

Tags:
Restorative approaches, Student ownership, Positive relationships, Restorative approaches to discipline

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status

Teach students the culture and expectations of Chicago Academy High School	Culture & Climate Team; SLT; All staff	select	On-Track
Design a behavior matrix that addresses student behavior throughout various school environments	Culture & Climate Team; SLT	May 1, 2018 to Jun 30, 2019	On-Track
Create protocols in which students lead/run professional meetings/conversations (e.g. discipline conferences, IEP meetings, parent-teacher-student conferences, etc.)	Culture & Climate Team; DL team; All staff	Aug 1, 2018 to Jun 30, 2019	On-Track
Establish peer-to-peer mentoring program in which students come together weekly to get to know one another and discuss areas of concerns then naturally help each other throughout the school day	Culture & Climate Team; student leaders	Mar 1, 2018 to Jun 30, 2019	On-Track
Establish a peer jury program in which students determine appropriate restorative responses to behavior infractions	Culture & Climate team; student leaders	Sep 1, 2018 to Jun 30, 2019	On-Track

Strategy 5

If we do...	...then we see...	...which leads to...
differentiated professional learning around domain 3	staff owning their professional growth through meaningful reflection in order to improve their classroom practices and strategies	consistent school-wide instructional practices and a range of effective pedagogical approaches that improve student ownership

Tags:
Professional Learning, Reflection, Differentiation, Pedagogy, Tier 1 instruction

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Determine prioritized school-wide tier 1 instructional practices	ILT, Admin	Jun 30, 2018 to Aug 31, 2018	On-Track
Leverage REACH data and classroom pop-in data to design differentiated staff professional learning around domains 2 and 3 of the Danielson framework	ILT, Admin	Jun 30, 2018 to Jun 30, 2019	On-Track
Deep dive professional learning into high impact components of domain 2 and 3, including 2b (establishing a culture for learning) and 3c (engaging students in learning)	ILT, Admin	Jun 30, 2018 to Jun 30, 2019	On-Track

Action Plan

Strategy 1

ON-TRACK	Engage in root cause data analysis to determine the academic and behavioral changes we want to see in students"

May 01, 2018 to Aug 31, 2018 - SLT

Status history

May 17

ON-TRACK | May 17, 2018
Evidence
Desired prioritized changes and aligned data points

ON-TRACK | Compose a toolbox of social-emotional practices that are not intimidating to staff and could be fairly easily integrated into content courses in SY19"

Jun 30, 2018 to Jan 01, 2019 - SLT; All staff

Status history

May 17

ON-TRACK | May 17, 2018
Evidence
Implementation of SEL practices in core content classes

NOT STARTED | Engage in professional learning to become a trauma-informed staff who fully integrates SEL practices in content classes"

Jun 30, 2018 to Jun 30, 2019 - Team Counseling; All staff

Status history

May 17

NOT STARTED | May 17, 2018
Evidence
Staff completion of trauma-informed schools training;

Strategy 2

NOT STARTED | Determine the roles and responsibilities for the MTSS system at CAHS by updating the team organizational chart."

Apr 30, 2018 to Aug 01, 2018 - Team Admin.

Status history

May 17

NOT STARTED | May 17, 2018
Evidence
Complete team org. chart

NOT STARTED | Set clear expectations around tier 1 academic and SEL practices to be implemented school-wide"

Jun 30, 2018 to Jun 30, 2019 - ILT, SLT, Team Counseling

Status history

May 17

NOT STARTED | May 17, 2018
Evidence
Classroom walk-throughs

ON-TRACK | Determine a bank of tier 2 and tier 3 academic and social-emotional interventions"

Jun 30, 2018 to Aug 31, 2018 - ILT, SLT, Team Counseling, Culture & Climate Team, clinicians

Status history

May 17

| ON-TRACK | May 17, 2018
Evidence
Bank of interventions set for SY19

| ON-TRACK | Establish a Behavioral Health Team to facilitate referrals and implementation of tier 2 and tier 3 SEL supports"

Jun 30, 2018 to Jun 30, 2019 - BHT

Status history

May 17

| ON-TRACK | May 17, 2018
Evidence
Active, functioning BHT; Active grief groups, Anger Coping, CICO, etc.

| ON-TRACK |
Determine and implement tier 2 and tier 3 academic supports both classroom-based and school-based responses to student academic needs"

Jun 30, 2019 to Jun 30, 2020 - ILT, SLT

Status history

May 17

| ON-TRACK | May 17, 2018
Evidence
Bank of tier 2 and tier 3 academic interventions

Strategy 3

| ON-TRACK | Establish a family email list that captures a working email for 80% of families"

- Tech Co; Team Admin

Status history

May 17

| ON-TRACK | May 17, 2018
Evidence
Email list serv

| ON-TRACK |
Create and publish monthly newsletters including important dates and events, information about student attendance, behavior, and grades, and celebrations and areas of focus"

Sep 01, 2018 to Jun 30, 2020 - Team Admin

Status history

May 17

| ON-TRACK | May 17, 2018
Evidence

Monthly newsletters

ON-TRACK Establish an Appointed Local School Council (ALSC) that has at least 3 parent representatives"

May 01, 2018 to Aug 31, 2018 - Team Admin

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Founctioning ALSC

ON-TRACK Implement monthly parent meetings-- Coffee & Conversation-- to discuss celebrations and areas of growth"

Mar 01, 2018 to Jun 30, 2020 - Team Admin

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Monthly Coffee & Conversation events

ON-TRACK Establish a Friends of Chicago Academy organization"

Sep 01, 2019 to Jun 30, 2020 - Team Admin; ALSC

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Approved Friends of 501C3 organization

ON-TRACK Gather information from parents and families about how they would like to be engaged at CAHS"

May 01, 2018 to Aug 31, 2018 - Team Admin; front office staff

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Survey results/ feedback from families

ON-TRACK

Create a Family Contact Google Sheet that houses up-to-date phone numbers, emails and addresses, and also provides a common location for staff to log communications with family"

Jul 01, 2018 to Aug 31, 2018 - SLT

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Google Sheet shared with all staff

Strategy 4

ON-TRACK   Teach students the culture and expectations of Chicago Academy High School"

- Culture & Climate Team; SLT; All staff

Status history

ON-TRACK   May 17

ON-TRACK   May 17, 2018
Evidence
Students can name the expectations of CAHS when prompted; objective data points

ON-TRACK   Design a behavior matrix that addresses student behavior throughout various school environments"

May 01, 2018 to Jun 30, 2019 - Culture & Climate Team; SLT

Status history

May 17

ON-TRACK   May 17, 2018
Evidence
Decrease in referrals and increase in academic performance

ON-TRACK

Create protocols in which students lead/run professional meetings/conversations (e.g. discipline conferences, IEP meetings, parent-teacher-student conferences, etc.)"

Aug 01, 2018 to Jun 30, 2019 - Culture & Climate Team; DL team; All staff

Status history

May 17

ON-TRACK   May 17, 2018
Evidence
Students leading conferences more frequently

ON-TRACK

Establish peer-to-peer mentoring program in which students come together weekly to get to know one another and discuss areas of concerns then naturally help each other throughout the school day"

Mar 01, 2018 to Jun 30, 2019 - Culture & Climate Team; student leaders

Status history

May 17

ON-TRACK   May 17, 2018
Evidence
Weekly peer-to-peer mentoring meetings; natural conversations among mentors and mentees when needed.

ON-TRACK   Establish a peer jury program in which students determine appropriate restorative responses to behavior infractions"

Sep 01, 2018 to Jun 30, 2019 - Culture & Climate team; student leaders

Status history

May 17

ON-TRACK   May 17, 2018
Evidence

Description of peer jury program; establish peer jurors; protocol for referring students to peer jury

Strategy 5

ON-TRACK Determine prioritized school-wide tier 1 instructional practices"

Jun 30, 2018 to Aug 31, 2018 - ILT, Admin

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Clear expectations for tier 1 instructional practices for SY19

ON-TRACK
Leverage REACH data and classroom pop-in data to design differentiated staff professional learning around domains 2 and 3 of the Danielson framework"

Jun 30, 2018 to Jun 30, 2019 - ILT, Admin

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Modules of learning around various components of domain 2 and 3

ON-TRACK
Deep dive professional learning into high impact components of domain 2 and 3, including 2b (establishing a culture for learning) and 3c (engaging students in learning)"

Jun 30, 2018 to Jun 30, 2019 - ILT, Admin

Status history

May 17

ON-TRACK May 17, 2018
Evidence
Wednesday PD sessions specifically for 2b and 3c

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

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

ESSA Program

◉ ESSA 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.

○ ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy   Complete

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

> First, we must identify a small group of parents who want to have a voice in this process. Then, we will sit down with these parents, at the beginning of school year 2019, to determine how parents would like to be involved in this process.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, 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 proposed date for our Annual Title I Meeting and Title I PAC Meeting is Thursday, August 30th during Back-to-School Night & Registration.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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.

> We have already established a parent involvement opportunity called "Coffee & Conversation". These are monthly meetings that provide an excellent opportunity for parents to come together to discuss celebrations and areas of growth. Many suggestions came out of the first parent meeting.

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.

> Copies of students' PSAT and SAT scores will be provided to parents along with student report cards during Q1 and Q3 report card pick-up.

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.

> CAHS has not been in this situation often. When that is the case, a mailing will be sent home to those parents of students impacted. That same communication will be emailed to parents.

Schools will assist parents of participating ESSA 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.

> This information can be communicated to families via our proposed monthly newsletters. This information will also be communicated through course syllabi that will be provided to families during Back-to-School Night & Registration.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family

members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> These resources will be provided to parents on report card pick-up in Q1 and Q3.

Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate and work with, parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members. Please describe how this will be accomplished.

> We will establish an expectation that staff will communicate with families any time a students' grade drops below a D. Also, as noted in our strategy/action plan for Parent Participation, we will create a family communication Google Sheet in which staff will submit the communication that is sent home to parents/families.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family 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 and families in more fully participating in their children's education. Please describe how this will be accomplished.

> As a high school, many of these programs are not available to us. As we find out about opportunities such as this, we will blast them out via the monthly newsletter and at school events.

Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

> We have multiple staff members who speak Spanish, Arabic and Polish. They are always helpful in communicating important information to parents in their native language. We also offer various school documents in native language.

Policy Implementation Activities

☐ The LSC will approve the school improvement plan and monitor the CIWP.

☑
In the CIWP, the school identifies current parental and family engagement practices and outlines activities related to expanding parent and family partnership programs.

☑
The school will coordinate the parent and family engagement programs identified in the CIWP.

☑
The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

> CAHS is an AUSL school, and therefore, has an ALSC and not an LSC. Parents will be part of the CIWP creation process but they will not approve it.

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.)

> CAHS students will be intrinsically motivated, collaborative agents of change who are empowered to design creative solutions in an evolving world.

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.

> As stated in our Parent Partnership priority, we will strive to have students lead conferences. Conferences will be held on an as-needed basis, as well as on the scheduled report card pick-up dates: Thursday, November 15th and Thursday, April 11th.

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

> Students receive "Know Your Numbers" reports every 5 weeks. We will create a system to share these reports with parents as well. Parents will also receive progress reports and quarterly report cards on the district deadlines.

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

Staff will be available at all times via phone and email. Staff will be available for conferences before and after school as well as on report card pick-up dates. Staff will be available on Back-to-School Night to meet parents and begin building a partnership.

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

Parents and families are welcome at events such as the Winter Arts Festival, the athletic banquet, and the spring concert. Families are encouraged to chaperone dances and field trips.

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

Staff will share with parents what their child needs support with whether it be support completing homework, retaking a test, etc.. Our attendance clerk will always communicate absences, cuts and tardies.

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

Families are always encouraged to reach out. Coffee & Conversation is an excellent opportunity to share their ideas. Report Card Pick-Up, special events, athletic matches, and just dropping in are also encouraged.

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 receive Know Your Numbers reports every 5 weeks and are asked to reflect on their growth and learning. Staff also builds reflection into class time so that students are constantly thinking about their progress.

Parent Budget   Complete

Goals: Indicate goals, timeline of activities and training topics that are designed to assist parents and families with increasing their students' academic achievement. The overarching goal is to increase student academic achievement through parental and family engagement involvement; specify your goals.

Please see our strategies and action plans for our prioritized "Parent Partnership" category. Our overall goal is to become a "Partnership School" by increasing communication with parents through monthly newsletters, more frequent communication from teachers regarding student progress, monthly parent meetings, establishment of an ALSC, and the establishment of a Friends of organization.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation		

Account(s)	Description			
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.	$	251	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	251	.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)	$	Amount	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.00

<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

$ Amount .00

<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

$ Amount .00

<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

$ 520 .00

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

$ Amount .00

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

$ Amount .00