



Edwin G Foreman High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/09/2018	Asencio-Bonilla, Woods, Grazzini, Giannopoulos, Weeks, Herrera-Myvett, Yates, Licea, Jacobson, Cipicchio, Herrera-Padilla, Miller, Issa	Vision and CIWP Process & Division of Duties
03/16/2018	Yates, Miller, Padilla, Gianopolous, Jacobson, Licea, Weeks, Grazzini, Treacy, Herrera, Asencio,	Breakout groups sharing Creating Priorities
03/20/2018	Yates, Miller, Padilla, Gianopolous, Jacobson, Licea, Weeks, Grazzini, Treacy, Herrera, Asencio,	Creating strategies for achieving priorities
04/05/2018	Yates, Issa, Treacy, Padilla	Steering Team - Action Planning
03/13/2018	Issa, Yates, Miller, Jacobson, Floyd, Licea, Weeks, Grazzini, Treacy, Hrrera, Asencio	Highlighter Activity - SEF - Break out groups
03/08/2018	Issa, Padilla, Treacy	Steering Team Organizing
03/07/2018	Issa, Padilla, Treacy	Steering Team Organizing
03/23/2018	Yates, Miller, Padilla, Gianopolous, Jacobson, Licea, Weeks, Grazzini, Treacy, Herrera, Asencio,	Creating strategies for achieving priorities - cont.
04/06/2018	Issa, Yates, Miller, Jacobson, Maldonado, Licea, Weeks, Giannopoulous, Grazzini, Treacy, Herrera, Ascencio	Completing last priority (Safety& Security)
04/12/2018	Issa, Padilla, Yates, Cippicchio, Miller, Jacobson, Floyd, Licea, Weeks, Giannopoulous, Grazzini, Woods, Treacy, Asencio	Committee Assignments

05/01/2018

Issa, Padilla, Yates, Jacobson, Floyd, Licea, Giannopoulos, Woods, Herrera,
Asencio, Ansari, Garfield

Review draft, make adjustments

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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The 2017 rating of "partially organized" reflects some of the issues associated with transitioning between administrations. Due to the transition and budget changes, Foreman lost staff causing much of the school to be reorganized. This left the new administration the chore of re-establishing coherence and order with little institutional, cultural, and technical capacity; it left the remaining staff feeling destabilized by the huge amounts of change at one time.

The current administration has made moves toward managing the change process utilizing Tuckman's stages of group development and Ronald Heifetz's theories on adaptive leadership. During the first semester of the 2018 school year, administration engaged in a protocol which staff designed to provide an empowering opportunity for protected critical feedback. Staff discussed and documented grievances, ideas, suggestions and support needed by the administration team to help facilitate our drive toward our vision of success. Many of the issues identified have been addressed with ongoing communication through established vehicles, (PPC, PPLC, ILT, GLT, etc.) to continue to address concerns, build capacity, agency and responsibility. Administration has begun identifying strengths of current staff and empowering, coaching and developing all educators as leaders with the goal of parlaying individual and collective strengths to achieve the mission and vision of improving outcomes for all students.

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

Instructional Leadership Team:

Score

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

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At Foreman, our ILT is comprised of the Principal, Assistant Principal, and our Department Leads (ELA, Mathematics, Social Science, Fine Arts, Career and Technical Education, World Language, Junior Reserve Officers' Training Corps, Diverse Learners, and English Learners). We normally meet once a week. Our academic focus has been on introductory knowledge of Common Core State Standards and the instructional shifts associated with them and preparing students for success on the newly adopted state assessment, the SAT. Department leads communicate information learned at the ILT meetings with their content area teams which, in turn, make alignment adjustments to curriculum, instruction, and assessments.

Our ILT is transitioning its focus on methods to improve student outcomes through teaching and learning by establishing and implementing protocols to examine timely and relevant student data and work product. With a rating of "weak" on effective leadership, we see a clear need to revamp our ILT to ensure that our activities have a clear alignment and connection to the vision of our school and that our expectations for instructional goals are communicated and monitored.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Score

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

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Foreman has a high number of veteran teachers; they are enthusiastic and committed to coaching support and protected practice as they update their skills to latest research based best practices that support our current student populations. Specifically, there is a need for PD on shifting from teacher centered to student centered classrooms and building student agency.

We are organized by grade level to support professional learning. The meeting times for teams are embedded within the day twice weekly. One meeting is dedicated to professional learning (PLS-Professional Learning Series) and the other meeting is dedicated to discussing grade level specific student academic, social, and emotional learning needs.

In attempts to build capacity around a variety of issues, the result, unfortunately, has been professional learning to date has been disjointed and top down. With input from a variety of stakeholders we have focused our learning on rigorous lesson planning, instructional grouping strategies, and Agency, Identity and Authority. We have recently moved from administrative led PL sessions to teacher led.

Our SQRP metric of student growth cohorts averages 29%. This overall average could be higher but there is a considerable achievement gap between our largest student demographic of hispanic students (41%) and our second largest demographic group African Americans (11%). The amount of our students that meet state standards are 12%. These numbers will drive our professional learning priorities and building our capacity to improve our student outcomes. It is why we have chosen this as a priority.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

- NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING**
- ✓ [Teaching the Teachers](#)
 - ✓ [Making Better Use of Research](#)
 - ✓ [Upcoming Professional Learning Opportunities](#)
 - ✓ [Framework for Teaching PD Modules](#)

Aligned Resources:

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

Score

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Our school day is the basic model 1 choice that our district offers. Eight periods of 50 minutes of instruction with 5 minute passing periods. Administration created monthly modified days to allow for student town halls, student remediation an/or acceleration, student exploration, and staff meetings. After a thorough analysis of student transcripts and district/state requirements staffing is aligned to student needs. Discretionary resources are then allocated to support our students, and staff needs. Teachers are strategically assigned to courses by a variety of factors including but not limited to: state certifications and license, contractual requirements, demonstrated professional competencies and preferences.

We use multiple data systems, referrals, ISI, grades, and attendance to review student progress and to make sure our improvements are data-driven. The MTSS team regularly examines school-wide student data to make necessary adjustments to behavioral systems and to determine Tier 2 and Tier 3 academic, behavioral, and SEL interventions We have a variety of community and external partners that share the value of the school and have a complementary mission to see our students succeed. The Behavioral Health team is focused on students who need more intensive Tier 2 and 3 interventions.

Foreman is actively seeking grant-funded external partners to augment supports for students such as our newly Engineering partnership that will also impact our Foreman community. We strive to continue the collaboration in SY18 with GEAR UP, CASA, One Goal, BAM, WOW, SAGA innovations.

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
Measures	✓ Five Essentials
	Five Essentials Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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

4 of 4 complete

Curriculum:

Score

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.

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Foreman currently uses the Common Core State Standards to guide our curriculum practice. To ensure alignment to CCSS framework, our school-wide lesson plan template is built to incorporate "big idea" and essential understandings. Teachers use the network/teacher produced scope and sequences in core classes to guide their instruction. Teachers are organized into course teams within departments where they design common assignments, instructional activities, and assessment that is aligned to a specific standard. During the meetings, teachers are expected to bring artifacts, formative assessment data, and student work to examine students' mastery and guide their instruction to ensure learning and understanding. Additional support courses, such as English seminar, math seminar, and math lab are used to target the essential disciplinary literacy and arithmetic skills to ensure a better understanding of content. Moving forward, we are working to add more thematic planning to incorporate project-based and integrate field-based learning through partnerships with city institutions. We believe that holding our students to high instructional standards with clear expectations and differentiated supports will ensure that all students have the skills and knowledge necessary to excel in any college or career.

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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

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

Score

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FCCA has expanded the number of computer labs and computer-based classrooms over the last five years so that all students have access to technology for instructional purposes during the school day. Each department has an allocated computer cart for classroom use. Consumer Ed utilizes EverFi; our math intervention is ALEKS; credit recovery will be offered using Aventa (or other Board-approved online resources); many teachers with classroom-based technology utilize Google classroom and electronic portfolios. All classrooms have document cameras and/or projectors. Course teams identify all instructional materials in April of the prior school year so that materials can be ordered and received prior to the start of the new school year. Course teams have aligned all curriculum and assessments to both CRS and CCSS; science is in the process of adding NGSS components to every unit. All teachers will have participated in WIDA 101-104 training this year and will continue next year with WIDA 105-107.

Guide for Instructional Materials

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

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDI 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

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On the Five Essentials (2016-17) FCCA scored a neutral for rigorous instruction. Our students struggle when presented with appropriately rigorous tasks and texts. Many teachers struggle with scaffolding grade level appropriate with learners that are considerably behind. Several courses are offered at the AP and dual credit levels for students in grade 10-12. Most teachers provide appropriate accommodations and modifications for diverse learners to have access to the curriculum. Most teachers have been trained in marker board configuration to assure that daily objectives are clear and skill aligned. In addition, most teachers have participated in PD focused on the Depth of Knowledge framework; each course identifies tasks according to DOK with the expectation of level 3-4 questioning and tasks. The CPS Framework for Teaching shows that 48% of teachers are proficient in questioning and discussion techniques(3b).

The CPS Framework for teaching shows 37% of teachers are distinguished at designing coherent instruction and 47% proficient(1d). Lesson plans are submitted on a tri weekly basis and include skill aligned goals and objectives, assumed knowledge, and assessments. Departments meet weekly to review vertical and horizontal alignment of tasks and to review common assessments and grading practices. Teachers use data to determine mastery of skills aligned to the CCSS, the Network 3 Pacing Guides, and the NGSS and to plan next steps for instruction. 5 Essentials and Informal Network Walk-through show evidence that textual evidence is used to support answers in the majority of FCCA classes.

Many teachers believe that all students can learn. School Wide professional development centered around Agency, Authority, and Identity is promoting student choice and voice in tasks on content of instruction. 37% of teachers are distinguished in establishing a culture for learning and 53% proficient (2b). Through High Expectations Teaching by Jon Saphier, most teachers have been taught about growth mindset and have implemented various growth mindset practices and expectations into the classrooms. When reviewing SAT growth data, students in honors and AP level courses show the most growth. Subgroups including African American, Hispanic, and Diverse Learners need to be a focus. Increased fidelity to WIDA standards needs to be monitored to better engage and support ELs. 29% of teachers are distinguished in engaging students in learning and 52% are proficient (3c).

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRIP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assessments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQIP) ✓ 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

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FCCA has a clear goal to establish a positive post-secondary culture. We recently partnered with One Goal and hired a post-secondary coach. FCCA's goals are to increase our 4-year graduation rate from 66% to 88% between 2015 to 2017. Currently this year, 100% of our students have applied to 2-4 year college institutions with 88% of those student receiving acceptance. Our students have adapted to the Naviance System, enabling them to research specific career and college choices to broaden their perspective post-secondary options. Our Senior Seminar students have weekly visits to the post-secondary lab to complete their senior post-secondary goals: college exploration and application, resume writing, FAFSA and scholarship completion, and track their graduation requirements. 85 % of our Seniors have completed their FAFSA, and 100% of them have attended various college and university tours and post-secondary fairs with the support of our external partners. Foreman also offers early college attainment programs (AP, Dual Credit, CTE, and JROTC.) Even with these achievements, we are striving to make a more significant impact not only on our students but also our community. Our next steps are to have all of our students (from Freshmen to Seniors) complete skills and interest inventory assessments. Then we will align our students with an academic and social-emotional and post secondary program to ensure their acceptance and retention in the 2-4 year institution of their choice.

- **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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Presenting college plans from middle school ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Instruction:

Score

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

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The 5 Essentials shows FCCA as neutral in ambitious instruction and neutral in a supportive learning environment. The Framework for Teaching data shows that 24% of teachers are distinguished and 50% proficient in using questioning and discussion in the classroom (3b). The majority of teachers have participated in professional development around Depth of Knowledge questioning. Schoolwide DOK wheels are posted in each classroom as an instructional tool for teachers and students. Teachers are encouraged to focus instruction on level 3 and 4 of the DOK. Departments have focused on use of the DOK in their particular disciplines.

Through tri weekly lesson plans, teachers are encouraged to anticipate student misunderstandings in content and skill focus. By anticipating misunderstandings teachers create a classroom environment that shows flexibility and student centeredness. 34% of teachers are distinguished in this practice and 60% proficient according to the Framework for Teaching(1a/3e). This builds a community of engaged learners in which teachers can focus on effective grouping practices and student to student discourse. The majority of teachers have been trained in and given resources for effective grouping practices and various methods of checking understanding throughout a lesson. In many classes, students are assigned roles in group work and become leaders sharing information with the remainder of the class. Component 3c of the Framework for Teaching data shows that 29.7% of the teachers are distinguished and 52% are proficient with engaging students in learning.

Through a school-wide focus in Agency, Authority, and Identity (AAI) training, teachers have focused on building student voice and choice into curricular and classroom decisions. Component 3a, communicating with students, shows that FCCA teachers are 32% proficient and 59% distinguished in this practice. Through relationship mapping, students and mentors have worked on building relationships with teachers grounded in productive and effective communication methods. Many teachers at FCCA have implemented regular practice with Google Classroom and Remind 101 to open consistent and regular two way communication with students.

Informal administrative and network walk through show an increasing number of teachers aligning curriculum and daily tasks with network pacing guides and CCSS. Further, teachers are using both formal and informal assessments strategically to inform instruction, specifically a school wide focus in using textual evidence. Component 3d assessing using assessment in instruction. 35% of teachers are distinguished and 43% proficient at FCCA.

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

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

Balanced Assessment & Grading:

Score

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.

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To supplement district-centralized assessments, the ELA and Math departments are using GAINS data to measure growth in their students, as well as the Network 3 writing assessment. Formative and summative assessments across the board use depth of knowledge (DOK) 1 and 2 skill ability. Teachers are currently receiving more PD on DOK to push their assessments to reach DOK level 3 and 4 skill ability.

LTL is a time where at-risk 9th and 10th grade students are identified and required to attend lunch-time study hall. Once students have gained a passing grade of "C" or higher, they will be removed from the LTL list. The list is updated weekly.

FCCA also offers after school tutoring for students identified as at risk for being off track, the target group is 9th and 10th grade but all students are welcome to attend. Better promotion is necessary to improve attendance. Lastly, Saturday school is offered so students can have time outside of the school day to work on skills and assignments.

The case manager works with all the Diverse Learner (DL) service providers (SP) to progress monitor students on their caseload on a bi-weekly basis. DL teachers modify co-teachers lesson plans or make additions to their lesson plans with accommodations and modifications so that all students have access to the material.

The bilingual coordinator assesses English Language Learner (ELLs) students upon entering FCCA's program and plays a role in their placement and follows up with teachers and students throughout the year. The Screener and ACCESS data is used by the programmer and the bilingual coordinator to place students in appropriate classes. At FCCA departments have agreed to a department wide grading scale compliant with board policy and best practice.

Data is used to make and inform many of decisions made at FCCA. Data is shared at all levels from instructional leadership team meetings, emailed monthly memos, to school-wide faculty meetings. This data is used to determine instructional effectiveness through the review of lesson plans and subsequent learning needs, through IEP meetings and MTSS meetings where individual, child specific needs are discussed and solutions provided to help the student become successful. Schoolwide protocols need to be implemented for data driven decision making at the department level.

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
Measures	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Five Essentials	✓ SGRP Attainment and Growth
MTSS Framework	Ambitious Instruction
CPS Framework for Teaching	Curriculum & Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3d. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
	81. 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

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There is some evidence, through informal non-evaluative walk through, that teachers adjust their instruction when students misunderstand material. There is little evidence that teachers plan for advanced learner needs. Departments have developed individual grading policies that include guidelines for re-submission of assignments and re-taking assessments. Teachers are required to have redo policy built into their content. Some teachers use the MTSS logging tool to track and progress monitor student when they are failing. There currently are not any school wide expectations and positive behavior instructional supports for all students; nor is there any expectation that SEL instruction is embedded into core content classrooms.

Currently three programs are in place to screen, diagnose and progress monitor specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. One such program which is focused on 9th and 10th grade students is lunch-time learning (LTL). LTL is a time where at-risk 9th and 10th grade students are identified and required to attend lunch-time study hall. Once students have gained a passing grade of "C" or higher, they will be removed from the LTL list. The list is updated weekly.

FCCA also offers after school tutoring for students identified as at risk for being off track, the target group is 9th and 10th grade but all students are welcomed. Lastly, Saturday school is offered so students can have time outside of the school day to work on skills and assignments.

The MTSS team meets biweekly to monitor students requiring and receiving targeted and intensive instruction/interventions. Currently the team has not used the Problem Solving Process to plan Tier 2 and 3 instruction/interventions. Instead they review Dashboard data which includes, grades, attendance and behavior to make determinations for tier 2 or 3 referrals and determine appropriate interventions for students or groups of students not making adequate progress. Teachers use the MTSS logging tool in cycles, usually 3 weeks cycles, to enter interventions for students that are failing. Teachers have not consistently progress monitored data to track effectiveness of interventions and student response to intervention. Teachers use the IMPACT to find parent/guardian information and communicate with parents. Other use Remind 101 and google classroom to communicate with students and parents/guardians. Teachers are encouraged to keep phone logs to document communications with families.

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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	✓ Ambitious Instruction Collaborative Teachers 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
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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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.

FCCA's current ratings in Collaborative Teachers and Supportive Environment on the 5 Essentials are weak and neutral, respectively. Foreman teachers articulate daily objectives and expectations clearly to students through marker board configuration. Grade level meetings have been re-tooled to focus on using data collected to improve best practice strategies in the classroom. Students receive BAG reports every two weeks, keeping them informed regarding their academic progress and attendance. More teachers are utilizing technology like Google classroom for accessibility for students and allowing for student ownership and accountability for their work.

Departments develop policies around grading, retakes and make-up work, allowing for consistency from teacher to teacher within a given discipline; however, since these are department-driven, may be perceived by students/stakeholders as inconsistent. Teachers attend PDs centering around curriculum planning for ELs and DLs, but there still remains a need for more specific training in best practices, including scaffolding.

A more coherent plan and calendar for PDs has been identified as a need by most stakeholders. Although there is some recognition of student success and achievements, a clear incentive program needs to be in place. More time needs to be dedicated to data informed discussions around individual students and groups in terms of progress, achievement, and interventions.

The master schedule, teacher schedules, and student schedules need to be accurate and in place at the opening of the school year. Teaching positions and classes must be properly staffed from the first day of school. The scheduling issues in September 2017 had a negative impact on the culture for learning, and specifically student engagement.

More emphasis needs to be placed on integrating talented staff members into improving our students' quality of high school life/experience. Teachers and staff members should be encouraged to coach teams and moderate clubs. There is a need for diverse extracurricular offerings for students. The relationships built during extracurricular activities have a huge positive impact during the school day.

Improved monitoring, supports and interventions for student-athletes, to underscore the priority of academics, but to support productive engagement in the school community. A process for early release for athletes to limit disruption to instruction, support student progress and enhance communication among stakeholders.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (en.edu/te) ✓ 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

Foreman College and Career Academy strives to provide community members, students, and adults, a collaborative and safe environment. FCCA's current ratings in Collaborative Teachers and Supportive Environment on the 5 Essentials are weak and neutral, respectively.

The Foreman community recognizes these areas as crucial to the school environment and has focused on developing the components necessary for improvement. Universal expectations of all community members are posted throughout the building; they need to be communicated and/or reinforced during orientation days, in conferences, and student/staff meetings throughout the year.

Student attendance and achievement incentives have been expanded and enhanced to acknowledge student growth and achievement, not just on an individual student level, but also on a classroom level, promoting community.

A Behavior Leadership Team focusing on MTSS, interventions, and student incentives is in place, but needs to be re-centered around specific, interventions for individual students especially at the Tier 3 level.

PBIS is being re-examined for next year to support MTSS, culture for learning, and relational trust. Teachers were introduced to Peace Circles and Calm Classrooms allowing teachers to build trusting relationships among colleagues and students. Although this was a positive experience, teachers need more strategies for classroom management, relationship building, and de-escalation to enhance relationships.

The Relationship Mapping initiative started this year, pairing an at-risk student with an adult mentor to check -in and discuss attendance, grades, etc., but has only been implemented with a targeted group of students. 88% of teachers were rated as proficient or distinguished in domain 2a Creating an Environment of Respect and Rapport; in Knowledge of Students (Domain 1b) Demonstrating Knowledge of Students, 76% of teachers were rated as proficient; in the 5 Essentials survey, however, FCCA was identified as "weak" in the Collaborative Teachers category and "neutral" in Supportive Environment.

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:

Score

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

1 2 3 4

The Five Essentials indicates that Foreman rates as neutral in the area of Supportive Environment, focusing on students perception of safety and trust of faculty and staff. The school year started out with scheduled town hall meetings where students from each grade level could bring issues to the administration and faculty to discuss and consider. After feedback from various stakeholders, students included, this schedule has been pulled from the calendar for the remainder of the year to be assessed for efficacy.

In the English and Social Studies courses students engaged in lessons examining issues from various perspectives, speaking, and debating issues are embedded into the curricula to prepare students for civic life.

Student Voice is an emerging area within our school. There has been movement by faculty to embed service learning into their curriculum ensuring that the service has an educational purpose and community connection. Student Council is active. The Peer Conference Committee has trained adults and students ready to meet with students in conflict.

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	<ul style="list-style-type: none"> • MVMS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Sample learning reports and/or reflections of SL projects • Link and curriculum maps, rubric, assessment artifact • 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 2c. 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/MS 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

Foreman College and Career Academy recognizes Safety and Order as one of the cornerstones of student success. Students must feel safe in order to come to school and concentrate on academic tasks. In the 5 Essentials, most Foreman students responded that they felt mostly or very safe within the school; however, overall, a significant number of students indicated that they felt only “somewhat safe” or “not safe” in school hallways or bathrooms (34% and 28 %, respectively).

Although a clear majority of students feel mostly or very safe, based on data from the 5 Essentials, this is not enough. 14% of students feel somewhat or not safe in their own classrooms. Significantly higher numbers of students feel somewhat or not safe in other areas in the building. Based on this data, informal data from stakeholders and feedback from parents, we have identified safety and order as one of our priority areas.

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	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
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	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

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

1 2 3 4

According to the 5 Essentials Report of 16/17, Foreman College and Career Academy is rated weak for students' perceptions on safety. Although this is not Restorative Approaches, it does focus on how students see the school in their lives. In the area of student - teacher trust, only 57% of the students answering the survey stated there is trust between them and the teachers. These are both a reflection on restorative approaches to discipline and relationships between students and staff.

Faculty and staff began the year setting clear expectations which included routines and practices. For example, the re-establishment of the 10-10 rule which did not allow students to get a pass out of class for the first and last ten minutes of any period. Teachers have been encouraged to greet their students at the door of their classroom. Each of the security staff members signed up and attended professional development on Restorative Practices presented by the Office of Social Emotional Learning. Other restorative approaches professional development accomplished this year include the training of eight faculty members to serve as advisers for Peer Conferencing, training of student Peer Conference members on the running of Peer Conferencing, quarterly Dean of Students meetings and SEL/MTSS training for the Deans and Behavioral Health Team leads.

Instructive approaches to restorative practices that have been implemented this year include stabilization of the MTSS committee into MTSS - Academic and MTSS - Behavioral. The two committees focus on the bigger picture patterns that emerge from the academic and behavioral sides. Working with our tech coordinator, several monthly reports have been developed to assist the team in looking at patterns and where the school needs to put more resources such as tutoring for ELL or Diverse Learners. The Behavioral Health Team was split from the MTSS committee so they could focus on individual students that have been referred for extra supports. The team was then trained on the new system of documenting and analyzing several screening tools that were prohibited prior due to costs. Now the team is able to look at the results of the screening tool and make more accurate assignment of services.

Approaches used this year that have moved students toward ownership of their own behavior include the development of Peer Conference committee, students working with students to understand conflict and prosocial skills they have to resolve conflicts. The counseling department has worked diligently with Chicago In Schools (CIS), WOW, BAM, Youth Outreach Services, Catholic Charities and Barr Harris to develop a menu of services being offered related to trauma, anger management, pregnancy and parenting, substance abuse and empowerment in English and Spanish. These services are overseen by the counseling department and BHT. Another emphasis has been to shift from punitive to restorative systems in the area of discipline. There has been an increase in the use of restorative/corrective responses (37.24%) as well as detentions for minor infractions that interfere with the educational process. (22.3%). On the high end of the continuum In School Intervention 31.89%) program has been strengthened with the addition of a ISI Coordinator that has been trained in restorative practices and is consistent with her procedures. And Out of School Suspensions are at 8.07%. Students are being taught through the Deans, security staff and administration how to approach conflict with others and with authority figures. The Chicago Police Department presence in the school is also very restorative as Officers Alexander and Matthews work to have students reflect on their part in conflicts and infractions.

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)
Evidence	✓ 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

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.

1 2 3 4

FCCA has a dedicated parent room (equipped with technology, print resources, and phones). FCCA, GEAR UP, CASA, and Youth Guidance partner to offer parent workshops, parent ESL classes, parent art classes, parent technology classes, English and Spanish book clubs, and parent post-secondary support. Active parents regularly reach out to other FCCA parents to encourage participation in school events. In SY17 there were 5 active parents on the LSC. The PAC meets monthly as does the BAC. FCCA policy is for a teacher to contact a parent, if the student is failing or in danger of failing. On our 2017 5 Essentials survey, the parent participation rate was less than 30% therefore we did not receive any results. Parents are also fully involved in the IEP process for Diverse Learners. All formal parent communications (letters, reports, robo-calls) are made in both English and Spanish. Each office has at least one Spanish speaker to best support our bilingual parents. Undocumented students and their families are supported by a free month CPS Legal clinic and an after school group called "Visionaries" that particularly target undocumented student postsecondary planning.

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

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
1	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
1	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset
1	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
2	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset

2	Expectations for Quality & Character of School Life: Parent and Family Partnership	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	⊖

Goals

Required metrics (Highschool)

17 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					
FCCA is moving forward with a strong focus on improving the climate and culture of FCCA. This will result in growth from partially organized in SY'18 to SY'19 organized and SY'20 Well organized.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
Improvements in Tier1 instruction and a Tier 2 focus on sub-groups will result in improvement across the student body.	(Blank)	44.00	46.00	48.00	50.00
PSAT 10 Annual Growth Measure					
Improvements in Tier1 instruction and a Tier 2 focus on sub-groups will result in improvement across the student body.	(Blank)	41.00	45.00	47.00	50.00
SAT Annual Growth Measure					
Improvements in Tier1 instruction and a Tier 2 focus on sub-groups will result in improvement across the student body.	(Blank)	29.00	33.00	36.00	40.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
NA	(Blank)	(Blank)	0.00	0.00	0.00
African-American School Growth Percentile SAT11					
African American growth will be a focus of our data team and MTSS group to improve this sub-group of student outcomes.	(Blank)	11.00	22.00	25.00	30.00
Hispanic School Growth Percentile SAT11					
Improvements in Tier1 instruction and a Tier 2 focus on sub-groups will result in improvement across the student body.	(Blank)	41.00	45.00	47.00	50.00
English Learner School Growth Percentile SAT11					
NA	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner School Growth Percentile SAT11					
NA	(Blank)	(Blank)	0.00	0.00	0.00
Percent Meeting College Readiness Benchmarks					
Improvements in Tier instruction and a Tier 2 focus on sub-groups will result in improvement across the student body.	(Blank)	12.00	16.00	18.00	20.00

Early College and Career Credentials Rate

FCCA will continue and expand our work of sending our students to college/post-secondary world armed with college credit and post-secondary credentials.	47.00	49.00	50.00	55.00	60.00
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Freshmen On-Track Rate

FCCA's focus on improving the freshman transition into high school will result in an improved Freshman On-Track Rate.	68.00	88.00	88.00	90.00	92.00
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4-Year Cohort Graduation Rate

FCCA's focus on keeping students on track at all grade levels and embedding any credit recovery within students schedule as possible will improve our 4-Year graduation rate.	58.00	59.00	68.00	68.00	75.00
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1-Year Dropout Rate

FCCA's focus on improved climate /culture, keeping students on track at all grade levels, and keeping track of students that are not progressing will lower out dropout rate.	11.00	3.00	3.00	2.50	2.00
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College Enrollment Rate

FCCA's investment in a post-secondary specialist, OneGoal programming, and tighter monitoring of student success will improve the amount of students enrolled in college.	44.00	43.00	55.00	60.00	65.00
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College Persistence Rate

FCCA's One Goal programming and counseling team will continue to see improvements in FCCA students persisting in college.	64.00	67.00	65.00	67.00	70.00
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Average Daily Attendance Rate

FCCA's focus on improvements in climate/culture and classroom instruction will improve our students' attendance.	89.00	86.00	88.00	90.00	93.00
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

Improve student centered engagement (specifically-student to student discourse, student choice, and student self and peer assessment.) Increase the level of rigor in instruction across curriculum as defined by Webb's Depth of Knowledge levels.

...then we see...

Increased student facilitated discussion
Increased student choice
Increased student ownership of learning
higher percentages of students collaborating with and serving as resources to their peers
Increased levels of students engaged in rigorous and complex text and tasks

...which leads to...

5 Essentials - Ambitious Instruction: Quality of Student Discussion (neutral to strong 54 - 64)
Ambitious Instruction - Academic Press, (neutral to strong) Quality professional development (neutral to strong)
Collaborative Teachers - (weak - strong)
Effective Leaders - Instructional Leadership (weak - strong)
improved GPA's
Improved growth and attainment on PSAT/SAT, AP 3+ scores
Higher graduation rates, higher GPA, improved FOT and SOT

Tags:
Component 3c, Component 3d, Student choice, Student centered classrooms

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

Action step	Responsible	Timeframe	Status
Develop and distribute needs assessment to determine where teaching staff's knowledge and usage is on student centered engagement and Webb's Depth of Knowledge levels	ILT/Steering Team	May 28, 2018 to Jun 9, 2018	On-Track
Needs assessment			
Based on results of needs assessment, internal walk through and Network classroom observation data create professional development targeting identified teacher needs.	Administration/Steering Team	May 1, 2018 to Aug 15, 2018	On-Track
Professional development			
Using data - tier teachers and differentiate to specific levels of development and support based on teacher needs.	Administration/Steering Team	May 1, 2018 to Aug 15, 2018	Not started
Differentiated instruction			
Integrate student centered instructional strategies and DOK professional development into PD calendar.	Administration/Steering Team	May 1, 2018 to Aug 15, 2018	Not started
Professional development			
Create and use rubric that measures and monitors levels of student centered engagement through student to student discourse, student choice of projects, and student self and peer assessment during classroom observation and instructional rounds.	Administration/Steering Team	May 1, 2018 to Aug 17, 2018	Not started
Rubrics, Teacher collaboration, Classroom observations, Instructional rounds			
Use grade level meetings to discuss data collected and create strategies for improvement.	Administration/Grade Level Teams	Aug 28, 2018 to Jun 20, 2019	Not started
Data analysis, Teacher feedback			
Integrate review of lesson plans during ILT meetings and discuss specific student centered strategies that teachers plan to use and provide feedback/recommend improvements.	Instructional Leadership Team	Aug 27, 2018 to Jun 20, 2019	Not started
ILT, Lesson planning			
Instructional administrators engage in weekly classroom observation to monitor student centered engagement and provide actionable feedback.	Administration	Sep 17, 2018 to Jun 19, 2019	Not started
Feedback, Progress monitoring, Classroom observations			
Create online feedback form, based on rubric, to capture evidence during classroom observations.	Administration/Steering Team	Jul 5, 2018 to Aug 16, 2018	Not started
Teacher feedback, Online programs			
Determine whether student centered instruction and DOK professional development will be facilitate in-house or outside professionals.	Administration/Steering Team	Jun 25, 2018 to Jun 30, 2018	Not started
Professional Learning			

Create team and process to gather data, review current academic policies (Meeting Attendance, Meeting Information Submission, Classroom Work Availability Policy, Grading Policy, Substitute Teacher Expectations, New Teacher Mentoring), receive staff input and make recommendation for update.	CIWP Steering Team	Jun 4, 2018 to Jul 6, 2018	Not started
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Policy, Leadership and collective responsibility, Teacher influence

Create team and process to gather data, review current operational policies (Cell Phone, Attendance, Tardy, Absence, Field Trip, receive staff input and make recommendation for update.	CIWP Steering Team	Jun 4, 2018 to Jun 8, 2018	Not started
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Policy, Leadership and collective responsibility, Teacher influence

Create multiple communication systems for - master schedule, school-wide calendar, FCCA Organizational chart, job descriptions for all members of the FCCA Community, FCCA Handbook	Administration	Jun 25, 2018 to Aug 3, 2018	Not started
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Create a school-wide Google Folder or Google Classroom to house all school-wide information	Administration	Jun 25, 2018 to Aug 3, 2018	Not started
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Create resource room for English Language learning students to support their growth.	Bilingual lead	Jun 1, 2018 to Aug 31, 2018	Not started
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EI learners

Create resource room to support behavior growth of student body at large and diverse learning sub group.	Case Manager	Jun 1, 2018 to Aug 31, 2018	Not started
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Strategy 3

If we do...

Improve FCCA students' Tier 1, Tier 2, and Tier 3 vocabulary.

...then we see...

Students successfully engaging in grade level appropriate complex text.
Improved student comprehension of grade level appropriate text.
Improved student speaking skills.

...which leads to...

Increased PSAT, SAT, FOT, SOT, and higher GPA's.
Improved PSAT/SAT growth and attainment.

Tags:
Vocabulary

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

Action step	Responsible	Timeframe	Status
Establish a team to determine tier 2 and tier 3 vocabulary words that will be taught and used at Freshman, Sophomore, Junior, and Senior grade levels.	Grade Level Teams	Jun 25, 2018 to Aug 3, 2018	Behind

Vocabulary

Create scope and sequence of what words will be taught and when and where and how by grade level.	Grade Level Teams	Aug 13, 2018 to Sep 4, 2018	Not started
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Scope & sequence

Create interim vocabulary assessments and dates and methods of administering.	Grade Level Teams	Aug 13, 2018 to Sep 4, 2018	Not started
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Assessment

Deliver Professional Development on best practices vocabulary instruction strategies	Administration/Grade Level Leads	Aug 27, 2018 to Sep 24, 2018	Not started
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Professional Learning

As a regular agenda item Instructional Leadership Team will review lesson plans for intentional vocabulary instruction and assessment.	Administration/ILT	select	Not started
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ILT, Vocabluary, Monitoring

Create an every 5-week competitive vocabulary incentive to recognize, reward and reinforce students knowledge and understanding of targeted words	Culture & Climate Team	Oct 1, 2018 to Jun 12, 2020	Not started
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Incentives, Rewards

Create a system where all staff are aware of, use, make visible, and can reward students for using targeted words.	Culture & Climate Team	Oct 1, 2018 to Jun 12, 2020	Not started
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Collective responsibility

Appoint Assistant Principal to oversee culture and climate improvement initiatives.	Principal	Jun 1, 2018 to Aug 3, 2018	Not started
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Strategy 4

If we do...

improve the social, emotional and behavioral culture and climate of classrooms, hallways and the school at-large

...then we see...

less class cutting, positive adult/student, student/student conflict prevention, resolution interactions
higher academic and social student engagement, lower levels of teasing, taunting, bullying, harassment, hazing, and verbal/physical aggression.

...which leads to...

Higher school wide and classroom attendance rates, lower student misconduct rates , improved FOT and SOT, 5 Essentials - Supportive Environment safety 19 - 60, student /teacher trust 57-80.
Higher attendance rates

Tags:

Climate and Culture, Safety and order

Area(s) of focus:

2, 3, 4, 5

Action step

Create a team to assess school wide behavioral systems, research school wide PBIS systems cost, guide, and monitor implementation.

Responsible

Culture & Climate Team & Deans

Timeframe

Jun 4, 2018 to Jun 29, 2018

Status

On-Track

Pbis program

Allocate professional development time and financial resources to support implementation of PBIS.	Administration	May 14, 2018 to Sep 4, 2018	Not started
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Resource alignment

Communicate PBIS system to all stakeholders through as many vehicles as possible (website, letters in mail, announcements, assemblies) and as often as possible.	Administration & Culture/Climate Team	Jun 25, 2018 to Sep 28, 2018	Not started
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Communication

Create team to research and deliver PD for teachers and staff to promote cultural competency and growth mindset.	Administration & Culture/Climate Team	Dec 31, 2018 to Jun 14, 2019	Not started
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Growth mindset, Culture for learning

Staff delivered PD cultural competency.	Administration Culture & Climate Team	Jan 1, 2019 to Jun 14, 2019	Not started
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Create data team to analyze student academic and behavioral data with a mandate to create and recommend solutions to close opportunity gap within our student sub group populations (Hispanic, African -American, Diverse Learner, Bilingual)	MTSS/Tech-Co	Jun 25, 2018 to Oct 1, 2018	Not started
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Data analysis, Student sub-groups

Create a hiring committee to divide interview responsibilities among administrators, teacher leaders, and content area specialists.	Administration & Instructional Leadership Team	Oct 1, 2018 to Oct 5, 2018	Not started
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Hiring

Continue monthly meeting of CIWP steering team to monitor implementation of CIWP.	CIWP Steering Team	Jun 1, 2018 to Jun 19, 2020	Not started
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CIWP, Monitoring and accountability

Strategy 5

If we do...

Pilot a clear system of progress monitoring and implementation of individualized student learning plans targeting Freshmen FCCA students.

...then we see...

Higher levels of student ownership of learning
Earlier identification of and intervention students at risk. grades and attendance

...which leads to...

Higher graduation rates
higher GPA
improved FOT and SOT
improved growth and attainment PSAT/SAT

Tags:
Progress monitoring

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Utilize Network provided scope and sequences, and the corresponding aligned Gains interim assessments for English Language Arts and Mathematics data informed instruction cycles.	Administration/Departmental Leads	Aug 20, 2018 to Jun 19, 2020	On-Track

Scope and sequence

Create Freshman level course (College and Career Readiness) and curriculum that orients students to high school, teaches executive functioning skills, and Tier 1 skills student will need to be successful in high school courses, fill academic gaps.	Administration	May 31, 2018 to Jul 27, 2018	Not started
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Freshman on-track

Create Senior - Freshman Mentor

Counseling Team

Aug 27, 2018 to
Jun 26, 2020

Not started

Mentoring

Action Plan

Strategy 1

ON-TRACK

Develop and distribute needs assessment to determine where teaching staff's knowledge and usage is on student centered engagement and Webb's Depth of Knowledge levels"

May 28, 2018 to Jun 09, 2018 - ILT/Steering Team

Status history



ON-TRACK

May 15, 2018

Evidence

Needs Assessment Document

ON-TRACK

Based on results of needs assessment, internal walk through and Network classroom observation data create professional development targeting identified teacher needs."

May 01, 2018 to Aug 15, 2018 - Administration/Steering Team

Status history



ON-TRACK

May 15, 2018

Evidence

Schedule of differentiated PD

NOT STARTED

Integrate student centered instructional strategies and DOK professional development into PD calendar."

May 01, 2018 to Aug 15, 2018 - Administration/Steering Team

Status history



NOT STARTED

May 15, 2018

Evidence

PD Calendar

NOT STARTED

Using data - tier teachers and differentiate to specific levels of development and support based on teacher needs."

May 01, 2018 to Aug 15, 2018 - Administration/SteeringTeam

Status history



NOT STARTED

May 15, 2018

Evidence

Schedule of differentiated PD

NOT STARTED

Create and use rubric that measures and monitors levels of student centered engagement through student to student discourse, student choice of projects, and student self and peer assessment during classroom observation and instructional rounds."

May 01, 2018 to Aug 17, 2018 - Administration/Steering Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Rubric document

NOT STARTED

Use grade level meetings to discuss data collected and create strategies for improvement."

Aug 28, 2018 to Jun 20, 2019 - Administration/Grade Level Teams

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Grade level meeting agendas, meeting notes, and action items.

NOT STARTED

Integrate review of lesson plans during ILT meetings and discuss specific student centered strategies that teachers plan to use and provide feedback/recommend improvements."

Aug 27, 2018 to Jun 20, 2019 - Instructional Leadership Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

ILT agendas and meeting notes.

NOT STARTED

Instructional administrators engage in weekly classroom observation to monitor student centered engagement and provide actionable feedback."

Sep 17, 2018 to Jun 19, 2019 - Administration

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Admin schedule of observations and feedback forms.

NOT STARTED

Create online feedback form, based on rubric, to capture evidence during classroom observations."

Jul 05, 2018 to Aug 16, 2018 - Administration/Steering Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Online form

NOT STARTED

Establish partnership with and create a schedule of visitation with a High School with similar student demographics to observe and collaborate with demonstration teachers with a focus on student centered instruction and rigor."

Jun 25, 2018 to Aug 24, 2018 - Administration

Status history



NOT STARTED

May 15, 2018
Evidence
Meeting Agendas

NOT STARTED

Identify teachers on staff whose skill level may be used as school wide exemplars."

Jun 25, 2018 to Jun 30, 2018 - Administration/ILT

Status history



NOT STARTED

May 15, 2018
Evidence
Names of teachers, visitation schedule by peers.

NOT STARTED

Determine whether student centered instruction and DOK professional development will be facilitate in-house or outside professionals."

Jun 25, 2018 to Jun 30, 2018 - Administration/Steering Team

Status history



NOT STARTED

May 15, 2018
Evidence
PD agenda

NOT STARTED

Provide professional development on students centered instruction and Depth of Knowledge learning tasks."

Aug 27, 2018 to Nov 02, 2018 - Administration

Status history



NOT STARTED

May 15, 2018
Evidence
Agendas and artifacts

NOT STARTED

Make a weekly agenda item for ILT to review teachers lesson plans with a focus on student centered learning strategies and the DOK levels of the tasks teachers are engaging students. Provide feedback to teachers prior to executing plans."

Jun 18, 2018 to Jun 20, 2019 - ILT

Status history



NOT STARTED

May 15, 2018
Evidence
ILT agenda and action items

NOT STARTED

Use Instructional Leadership Team to monitor school-wide improvement in providing DOK 3 & 4 rigorous instruction through analyzing student work samples to identify student strengths and challenge areas to inform instruction."

- ILT/

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

ILT agenda action items and student work samples.

NOT STARTED

Organize instructional rounds through grade level meetings for teachers to view colleagues using strategies and provide feedback."

Oct 02, 2018 to Jun 19, 2020 - Administration/Grade Level Leads

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Meeting agendas, data, and feedback

Strategy 2

NOT STARTED

Create team and process to gather data, review current academic policies (Meeting Attendance, Meeting Information Submission, Classroom Work Availability Policy, Grading Policy, Substitute Teacher Expectations, New Teacher Mentoring), receive staff input and make recommendation for update."

Jun 04, 2018 to Jul 06, 2018 - CIWP Steering Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Team members name, mission, agendas

NOT STARTED

Create team and process to gather data, review current operational policies (Cell Phone, Attendance, Tardy, Absence, Field Trip, receive staff input and make recommendation for update."

Jun 04, 2018 to Jun 08, 2018 - CIWP Steering Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Team members name, mission, agendas

NOT STARTED

Create multiple communication systems for - master schedule, school-wide calendar, FCCA Organizational chart, job descriptions for all members of the FCCA Community, FCCA Handbook"

Jun 25, 2018 to Aug 03, 2018 - Administration

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Communications plan

NOT STARTED

Create a school-wide Google Folder or Google Classroom to house all school-wide information"

Jun 25, 2018 to Aug 03, 2018 - Administration

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Online folder

NOT STARTED

Create resource room for English Language learning students to support their growth."

Jun 01, 2018 to Aug 31, 2018 - Bilingual lead

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Room on organizational chart.

NOT STARTED

Create resource room to support behavior growth of student body at large and diverse learning sub group."

Jun 01, 2018 to Aug 31, 2018 - Case Manager

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Room on organizational chart

Strategy 3

BEHIND

Establish a team to determine tier 2 and tier 3 vocabulary words that will be taught and used at Freshman, Sophomore, Junior, and Senior grade levels."

Jun 25, 2018 to Aug 03, 2018 - Grade Level Teams

Status history

May 15

BEHIND

May 15, 2018

Problem

List of words

Root Cause

Next steps

NOT STARTED

Create scope and sequence of what words will be taught and when and where and how by grade level."

Aug 13, 2018 to Sep 04, 2018 - Grade Level Teams

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Scope and sequence document per grade level.

NOT STARTED

Create interim vocabulary assessments and dates and methods of administering."

Aug 13, 2018 to Sep 04, 2018 - Grade Level Teams

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Assessments and calendar.

NOT STARTED

Deliver Professional Development on best practices vocabulary instruction strategies"

Aug 27, 2018 to Sep 24, 2018 - Administration/Grade Level Leads

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

PD agenda's

NOT STARTED

As a regular agenda item Instructional Leadership Team will review lesson plans for intentional vocabulary instruction and assessment."

- Administration/ILT

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

ILT agendas, meeting notes, and action items

NOT STARTED

Create an every 5-week competitive vocabulary incentive to recognize, reward and reinforce students knowledge and understanding of targeted words"

Oct 01, 2018 to Jun 12, 2020 - Culture & Climate Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Photos of visuals in school, student assemblies and awards agenda and notifications.

NOT STARTED

Create a system where all staff are aware of, use, make visible, and can reward students for using targeted words."

Oct 01, 2018 to Jun 12, 2020 - Culture & Climate Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Photos of visuals in school, student assemblies and awards agenda and notifications.

NOT STARTED

Appoint Assistant Principal to oversee culture and climate improvement initiatives."

Jun 01, 2018 to Aug 03, 2018 - Principal

Status history



NOT STARTED

May 15, 2018

Evidence

Strategy 4

ON-TRACK

Create a team to assess school wide behavioral systems, research school wide PBIS systems cost, guide, and monitor implementation."

Jun 04, 2018 to Jun 29, 2018 - Culture & Climate Team & Deans

Status history



ON-TRACK

May 15, 2018

Evidence

Team names, mission and meeting dates.

NOT STARTED

Allocate professional development time and financial resources to support implementation of PBIS."

May 14, 2018 to Sep 04, 2018 - Administration

Status history



NOT STARTED

May 15, 2018

Evidence

System platform

NOT STARTED

Communicate PBIS system to all stakeholders through as many vehicles as possible (website, letters in mail, announcements, assemblies) and as often as possible."

Jun 25, 2018 to Sep 28, 2018 - Administration & Culture/Climate Team

Status history



NOT STARTED

May 15, 2018

Evidence

Examples of notifications

NOT STARTED

Create team to research and deliver PD for teachers and staff to promote cultural competency and growth mindset."

Dec 31, 2018 to Jun 14, 2019 - Administration & Culture/Climate Team

Status history



May 15

NOT STARTED

May 15, 2018

Evidence

Team members, Texts to use. PD schedule

NOT STARTED

Create data team to analyze student academic and behavioral data with a mandate to create and recommend solutions to close opportunity gap within our student sub group populations (Hispanic, African -American, Diverse Learner, Bilingual)"

Jun 25, 2018 to Oct 01, 2018 - MTSS/Tech-Co

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

NOT STARTED

Create a hiring committee to divide interview responsibilities among administrators, teacher leaders, and content area specialists."

Oct 01, 2018 to Oct 05, 2018 - Administration & Instructional Leadership Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Team members, hiring protocols

NOT STARTED

Continue monthly meeting of CIWP steering team to monitor implementation of CIWP."

Jun 01, 2018 to Jun 19, 2020 - CIWP Steering Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Agendas, meeting notes, agenda items

NOT STARTED

Staff delivered PD cultural competency."

Jan 01, 2019 to Jun 14, 2019 - Administration Culture & Climate Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

PD schedule, agendas.

Strategy 5

ON-TRACK

Utilize Network provided scope and sequences, and the corresponding aligned Gains interim assessments for English Language Arts and Mathematics data informed instruction cycles."

Aug 20, 2018 to Jun 19, 2020 - Administration/Departmental Leads

Status history

May 15

ON-TRACK

May 15, 2018

Evidence

Interim assessment calendar and assessment results

NOT STARTED

Create Freshman level course (College and Career Readiness) and curriculum that orients students to high school, teaches executive functioning skills, and Tier 1 skills student will need to be successful in high school courses, fill academic gaps."

May 31, 2018 to Jul 27, 2018 - Administration

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Course curriculum -teacher

NOT STARTED

Create Senior - Freshman Mentor"

Aug 27, 2018 to Jun 26, 2020 - Counseling Team

Status history

May 15

NOT STARTED

May 15, 2018

Evidence

Teaming documents

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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.

All parents are invited to attend the Local School Council meetings as well as any other related meetings, such as PAC and BAC meetings. Meetings are announced on the school website and also on the school marquee. Gear Up and parent volunteers communicate meeting times with other parents. The CIWP is reviewed annually in its entirety; elements of our CIWP are focused on during LSC, PAC and BAC meetings throughout the school year.

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 NCLB/Title I principal presentation will be held for parents at a meeting during September 2018. Foreman's PAC committee has meetings scheduled monthly throughout the year; the PAC organizational meeting is scheduled for Sep/Oct 2018. Monthly meetings will be scheduled during the organizational meeting. Meetings are announced on the school website, social media, the school marquee. Gear Up and parent volunteers communicate meeting times with other parents.

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.

Teachers are advised to contact parents when needed for any issues related to attendance, tardies, grades declining. Teachers will call home (using principal-directed time) if any of these issues arise and if translation is needed in Spanish or Polish, either and ESP or co-teacher will assist as needed. The parent portal is also effective in communicating with parents. E-mail is an additional option for parents and for the school to reach parents. Parents may meet with teachers by appointment as needed. Also, parents will receive curricular information during orientation, report card pick up days, and at LSC, PAC, and BAC meetings.

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.

Communication regarding student performance and progress will be mailed home through progress reports every five weeks. Report card pick-up is another opportunity during the first and third quarters. Spanish translation of written communications is provided, as well as personnel available to translate during parent conferences in Spanish, Arabic, French, Greek, Polish and Ukrainian. Parent portal is available to all parents, and support is provided for parents to sign up and use the portal. Results of large scale assessments are sent home with students.

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.

At the present, all of Foreman's teachers are "highly qualified" but if we were in this situation, we would notify parents in writing by mail. Notification would be translated in Spanish.

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.

Assessment results are distributed to students to take home to their parents for review. Testing tips and guides for understanding these scores are included for parents to read. The School Report Card is provided to all parents as soon as it is available and is usually distributed during the first report card distribution day.

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.

FCCA offers a large variety of wrap around services to support children and their families. Training and support is offered for parents to effectively utilize the parent portal. The student handbook is available at orientation and online for parents to view and review with their child. External partners (GEAR-UP, CASA, Youth Guidance, and CLEF) support parents and parental engagement through parent book clubs, art classes, mental health support and legal support. Teachers are strongly encouraged to communicate with families regularly.

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.

FCCA is committed to welcoming parents and supporting and nurturing their involvement in their child's schooling. Teachers are encouraged to regularly communicate and document parent contact. FCCA is developing committed to developing an events calendar that includes activities to encourage parent participation and attendance including student work expos and student recognition ceremonies. External partners offer parent workshops and classes ranging from book clubs to ESL classes.

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.

The PAC and BAC hold monthly meetings to support parents' understanding and improve parent agency and access to their children's education. GEAR UP, CASA and our guidance department offer opportunities for parents to participate in workshops or training in a variety of topics including college readiness and testing tips. In addition, opportunities to participate in arts and leisure programs are also available to our parents through our external partners.

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.

Parent information packets will be distributed during student orientation. This packet includes explanations of the various committees, classes and programs offered to parents at FCCA. Phone numbers, "who to contact if" chart, general information regarding protocols, parent portal and school policy is also included. The student handbook is distributed to students and is available online. When possible, all communication is translated into Spanish. Parents who speak languages other than Spanish or English will find that Foreman has staff translators available in a variety of languages to support their understand of school policy and protocol.

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)

NA

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.)

FCCA is an excellent learning environment where all teachers, students and families are engaged and committed to life-long learning and continuous achievement and progress. To support this vision, FCCA is committed to the following: we will provide an environment built upon mutual respect and a safe, orderly environment; we will provide a rigorous, standards-based curriculum accessible to ALL students; we will provide support and practice to equip our students with the agency, identity and authority to become engaged citizens; and we will engage parents and families in supporting their students.

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.

FCCA will hold summer orientation and two parent teacher conferences (one fall, one spring). Parents are free to schedule conferences with their child's teacher(s) through the counseling department, by email, dean, case manager or the bilingual lead teacher. Teachers are often available during BAC, PAC, and IEP meetings. Teacher email information is available to parents through the parent portal or the FCCA website.

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

FCCA provides parents with frequent communication regarding their child's progress. Specifically, the school will continue to provide reports as follows: BAG reports every other week; progress notices or report cards mailed home every five weeks; documented phone calls (in verify) from class teachers, attendance office or bilingual office. Parent access (with school support) to parent portal.

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

Parent portal and school website offer opportunities for parents to contact teachers directly. Aside from the two scheduled CPS Report Card Pick Up days, individual conferences can be set up through the counseling office, the case manager's office or the bilingual office. Teachers frequently contact parents directly regarding student progress.

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.

FCCA will continue to provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as determined through consultation with the PAC, BAC, LSC, ILT and the CIWP oversight team. Parent shadow days are coordinated through the attendance office. Parents can also make requests in the parent room through our GEAR UP partners.

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

Parents will support their child's learning in several ways. Attendance: Child will be on time for school; the student will attend all classes daily. Dress Code: students will follow school dress code and ID before entering school. Homework and Learning Tools: students will be prepared to learn by having homework assignments completed on time; students will have necessary supplies for class and bring them daily (if financial hardships prevent this, communication will be made to the counselor or trusted staff member, so supplies can be secured for student). Curfew: Follow the city mandated curfew for students. Talk about school: Set aside time regularly to discuss school and student life. Quiet time/work space: allow for a quiet time and place for student to read and/or complete assignments. Communication: get to know FCCA staff members; communicate when home situations may affect student learning; clarify expectations with teachers and reinforce those expectations with student at home.

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

Parents can attend school conferences, attend parent teacher conferences and open houses at school to monitor and support their child's progress. Parents are also encouraged to contact relevant personnel such as the attendance office, the case manager, the counseling office or the bilingual office to inquire about their child's progress and/or secure information about support services for their child. Parents are also strongly encouraged to participate in the PAC, BAC, LSC and other parent groups in the school.

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).

FCCA students will: attend school punctually on a daily basis; be prepared for class, including having homework complete; utilize support services available to enhance progress; self-monitor grades and attendance 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.

In order to support our students academic success we must strengthen our partnership with our parents. We have an onsite parent room that parents may use the technology and other resources. We engage them with information to explain and encourage their knowledge of their and their child's pathway to academic success. FCCA holds regular parent-teacher conferences so parent may engage face to face with their child's teachers. We distribute progress reports every five weeks through the mail to keep parents abreast of their child's progress. Our parents may also interact with faculty and staff via our website and e-mail. We are moving to posting all assignments to an accessible learning management platform (Google Classroom) so students and their parents have access to required assignments. We encourage parents to volunteer in any means to be more active at the school. Our culture and climate team will engage our current parent team around improving our parental engagement.

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

Account(s) Description

Allocation

51130, 52130 **Teacher Presenter/ESP Extended Day**
For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	0	.00
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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.

\$	1000	.00
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53205 **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	800	.00
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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)

\$	0	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	400	.00
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<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.

\$	2945	.00
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<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.

\$	0	.00
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<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

\$	0	.00
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53306 **Software**
Must be educational and for parent use only.

\$	0	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.

\$	0	.00
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