Uplift Community High School / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Tyrese Graham	Principal	tlgraham@cps.edu	Has access
Jennifer White	Assistant Principal	jpwhite@cps.edu	Has access
David Taylor	Dean of Students/Community	dataylor3@cps.edu	No Access
Derrick Bullie	9th/10th Grade Lead/ALSC Rep/Community	dsbullie@cps.edu	No Access
Sara Holic	SEL Lead/Teacher	slholic@cps.edu	No Access
Shiwanda Walker	Attendance Clerk	skwalker1@cps.edu	No Access
Gwendolyn Bridgeforth	Finance Clerk	gdjames@cps.edu	No Access
Leslie Olds	Parent/ALSC	leslieolds3@gmail.com	No Access
Cassandra Bernard	Parent/ALSC	Poompoom81@yahoo.com	No Access
Sherita Freeman	Youth Guidance Partner/C.S.I.	sfreeman@youth-guidance.org	No Access
Travis Murray-Moore	Youth Guidance Partner/B.A.M.	tmoore-murray@youth-guidance.org	No Access
Michael Gross	Teacher	magross1@cps.edu	No Access

| Sihddaye Norfleet-Powell | Teacher | djnorfleet@cps.edu | No Access |

Team meetings

Date	Participants	Topic
02/22/2018	Stephanie Moore, Jennifer White, Derrick Bullie, Sara Holic	CIWP Overview & Training

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 **2** 3 4

> There was a sharp drop in the Effective Leaders score on the 5 Essentials Survey after 2 years of incremental growth.
>
> 2014- 31 (Weak)
> 2015- 44 (Neutral)
> 2016- 54 (Neutral)
> 2017- 17 (Very Weak)
>
> There was also a decrease in the Collaborative Teacher score on the 5 Essentials Survey.
>
> 2014- 58 (Neutral)
> 2015- 65 (Strong)
> 2016- 60 (Strong)
> 2017- 29 (Weak)
>
> However, during this school year administration has been leading by data, using all available resources to include collaboration, and giving staff the ability to input their thoughts/concerns weekly in ILT Bell Ringers/Exit Tickets, Grade Level, Behavior Health Team, and Post Secondary Leadership Team TCT Meetings.

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

Instructional Leadership Team:

Score

1   2   **3**   4

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

There was a sharp drop in the Effective Leaders score on the 5 Essentials Survey after 2 years of incremental growth.

2014- 49 (Neutral)
2015- 51 (Neutral)
2016- 56 (Neutral)
2017- 32 (Very Weak)

5 Essentials Scores for ILT sharply dropped from 2016 to 2017:

2015- 50 (Neutral)
2016- 70 (Strong)
2017- 9 (Very Weak)

5 Essentials Scores for Collaborative Teachers dropped sharply dropped from 2016 to 2017 to Weak from Strong the previous two years.

2014- 50 (Neutral)
2015- 65 (Strong)
2016- 60 (Strong)
2017- 29 (Weak)

Two major areas of weakness indicated were 77% of teachers surveyed felt the principal didn't participate in instructional planning and 77% of teachers felt the principal didn't know what was going on in their classrooms.

The SY 2017-2018 ILT structure addresses teacher/admin collaboration because admin hosts ILT meetings throughout the days as a principal designated prep.

1. The ILT meets weekly.
2. The ILT meetings model the bell to bell instructional policy of the school, beginning each meeting with the following: A bell ringer, the activity, and an exit ticket.
3. All ILT meetings follow the ILT Agenda District template, which outline the objectives for the meeting and the data set that will be the
focus of the meeting.
4. ILT meetings follow a data cycle, which was created with network support which include the following:
a. Teachers review unit plans and receive peer and administrative feedback and ensure tasks are aligned to CCSS and NGSS standards.
b. Team members conduct mini walk throughs to look at the execution of the lessons.
c. Teachers review the trends they saw in the walk through.
d. ILT members bring in student work and peer review student tasks using
the protocol for evaluating student work.
5. Protocols are consistently used in ILT meetings to ensure the team is dealing with root causes in an objective manner. Protocols for root
cause analyses and looking at student work are also district tools from the Knowledge Center.

There has also been growth between the BOY and MOY in the ILT Effectiveness scores.

BOY 2017-2018 ILT Effectiveness Score: Not Effective (ILT wasn't meeting regularly with necessary components).
MOY 2017-2018 ILT Effectiveness Score: 20 Partially Effective.

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	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources	

Professional Learning:

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

Score

1   2   **3**   4

Effective Leaders Score on the 5 Essentials Survey over time:

2014- 49 (Neutral)
2015- 51 (Neutral)
2016- 56 (Neutral)
2017- 32 (Very Weak)

There was also a decrease in the Collaborative Teacher score on the 5 Essentials Survey.

2014- 58 (Neutral)
2015- 65 (Strong)
2016- 60 (Strong)
2017- 29 (Weak)

2017 SQRP indicates the following for attainment:

a. 5.4% of 9th graders met benchmark on PSAT9
b. 15.3% of 10th graders met benchmark on PSAT 10
c. 9.6% of 11th graders met benchmark on SAT

2017 SQRP indicates the following for growth:

e. 9th grade growth was in the 1st percentile
f. 10th grade growth was in the 26th percentile
g.11th grade growth was in the 16th percentile

1. The SY2017-2018 ILT structure addresses teacher/admin collaboration because admin hosts ILT meetings throughout the days as a
principal designated prep. The structure allows for every teacher to be reflective in their practice as every teacher is on the ILT. Teachers who have requested to attend outside PD to improve practice have been granted this opportunity. Resources have been
allocated for substitutes to support implementation of new practices.
2. ILT, Grade Level Team meetings, Behavior Health Team meetings are weekly and Post Secondary Leadership team meetings are
biweekly. In these settings, teachers are able to discuss student level data and collaborate using best practices.
3. Grade Level Teams follow a cycle in which one week focuses on student data and the other week focuses on SEL practices, an area that
teachers felt they needed more support.
4. Many teachers teach across multiple grade-levels, it is hard to have meeting with all colleagues (due to the size of the school).
5. Meetings have been consistent with meeting agendas, minutes, and sign in sheets for all teacher meetings.
6. The school also has a PD plan for the remainder of the school year.

There has also been growth between the BOY and MOY in the Shared Leadership and C & I scores.

SY 2017-2018 BOY Shared Leadership Score: 8 (Not Implementing in many areas)
SY 2017-2018 MOY Shared Leadership Score: 13 (Emerging in most areas, consistent in a few areas)

SY 2017-2018 BOY C & I Score: 7 (Not Implementing in many areas)
SY 2017-2018 MOY C& I Score: 12 (Emerging in most areas, consistent in a few areas)

Family Engagement hasn't moved on the other hand.

SY 2017-2018 BOY Family & Community Engagement Score: 14 (Consistent Practices)
SY 2017-2018 MOY Family & Community Engagement Score: 14 (Consistent Practices)

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	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
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

1 2 **3** 4

Program Coherence Score on the 5 Essentials Survey over time:

2014- 49 (Neutral)
2015- 51 (Neutral)
2016- 56 (Neutral)
2017- 32 (Very Weak)

Collaborative Teacher score on the 5 Essentials Survey over time:

2014- 58 (Neutral)
2015- 65 (Strong)
2016- 60 (Strong)
2017- 29 (Weak)

1. Uplift has addressed some of the issues around collaboration by having teachers with additional prep periods scheduled to go into
classes to help teachers and support struggling students. This also allow teachers to share practices that increase student success.
2. Uplift has used additional teaching staff to ensure students had access to honors level classes.
3. Uplift also utilizes multiple community partners to address some of the students' unique needs and interests (BAM, Heartland Clinic,
Small Schools Grant (Polished Pebbles, Girls in the Game, Cooking Classes, etc).
4. Uplift also partners with One Goal, Embarc, and Gear Up for post secondary and experiential learning support.

There has also been growth between the BOY and MOY in the Shared Leadership and C & I scores.

SY 2017-2018 BOY Shared Leadership Score: 8
SY 2017-2018 MOY Shared Leadership Score: 13

SY 2017-2018 BOY C & I Score: 7 (Not Implementing in many areas)
SY 2017-2018 MOY C& I Score: 12 (Emerging in most areas, consistent in a few areas)

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagment
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning   4 of 4 complete

Curriculum:

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

Score

1 **2** 3 4

Effective Leaders Score, over the years, on the 5 Essentials Survey.

2014- 31 (Weak)
2015- 44 (Neutral)
2016- 54 (Neutral)
2017- 17 (Very Weak)

47% of teachers surveyed in 2017 felt the principal didn't know what was going on in their classrooms.
48% of teachers surveyed in 2017 felt the principal didn't provide useful feedback to improve their teaching.
50% of teachers surveyed in 2017 felt the principal didn't provide the support needed to improve their teaching.

In SY 2017-2018, the following as been implemented as a response to this feedback:
1. Curriculum Maps have been created for core content areas in order to help with transparency. Curriculum Maps have helped new
teachers with their transition. It has also helped admin give teachers more targeted feedback to provide support and improve their teaching.
2. Teachers follow the UBD format when designing unit plans, ensuring they address "big ideas" and "enduring understandings". Teachers
also receive feedback on their unit plans as a part of the ILT data cycle.
3. New teachers have expressed that they feel the pacing and curriculum plan is level appropriate.

Collaborative Teacher score on the 5 Essentials Survey over the years:

2014- 58 (Neutral)
2015- 65 (Strong)
2016- 60 (Strong)
2017- 29 (Weak)

74% of teachers surveyed in 2017 indicated they had observed another teacher's class to offer feedback less than 2 times.
71% of teachers surveyed in 2017 indicated they had observed another teacher's classroom to get ideas for their own instruction less than 2 times.
54% of teachers surveyed in 2017 indicated they had gone over student assessment data with other teachers to make instructional decisions less than 2 times.
33% of teachers surveyed in 2017 indicated they had worked on instructional strategies with other teachers less than 2 times.

Ambitious Instruction score on the 2017 on the 5 Essentials Survey, over the years:

2014- 56 (Neutral)
2015- 56 (Neutral)
2016- 63 (Strong)
2017- 57 (Neutral)

Though there has also been issues with common planning time for departments, due to teachers teaching multiple grade levels, in SY 2017-2018, the following as been implemented as a response the ILT Data Cycle. This cycle incorporates teachers receiving multiple opportunities, throughout the year, to receive feedback on unit plans, teaching practices via mini walk-throughs, and protocols on student work and assessments.

Teachers have given mixed feedback from walk-throughs. Some were confused by the process and felt they couldn't give accurate feedback because it wasn't their content areas. Others have said the process make them prepare better and reminds them of best practices. The ILT will continue to do mini walk-throughs so that all teachers will become comfortable with the process and ultimately use feedback to hone their practices. ILT has also incorporated PD around Agency, Authority, and Identity to help with student engagement and ownership.

There has been growth between the BOY and MOY in the C & I scores.

SY 2017-2018 BOY C & I Score: 7 (Not Implementing in many areas)
SY 2017-2018 MOY C& I Score: 12 (Emerging in most areas, consistent in a few areas)

2017 SQRP indicates the following for attainment:

a. 5.4% of 9th graders met benchmark on PSAT9
b. 15.3% of 10th graders met benchmark on PSAT 10
c. 9.6% of 11th graders met benchmark on SAT

2017 SQRP indicates the following for growth:

e. 9th grade growth was in the 1st percentile
f. 10th grade growth was in the 26th percentile
g.11th grade growth was in the 16th percentile

In SY 2017-2018, the following as been implemented as a response to these metrics:

1. Providing PD on Skills Insight, which helps teachers plan according to
students' skill levels.
2. Uplift also conducted 3 practice P/SAT tests with Academic Approach to help students prepare for upcoming tests. Academic

Approach

also provided information based on students' responses.

3. Students were also scheduled to do Khan Academy to practice based on their actual College Board score.

4. ILT data cycle provide teachers support in task alignment and unit plan review to ensure the standards are being addressed in the

curriculum properly.

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

1 **2** 3 4

Ambitious Instruction score on the 5 Essentials Survey over the years:

2014- 56 (Neutral)
2015- 56 (Neutral)
2016- 63 (Strong)
2017- 57 (Neutral)

2017 SQRP indicates the following for attainment:

a. 5.4% of 9th graders met benchmark on PSAT9
b. 15.3% of 10th graders met benchmark on PSAT 10
c. 9.6% of 11th graders met benchmark on SAT

2017 SQRP indicates the following for growth:

e. 9th grade growth was in the 1st percentile
f. 10th grade growth was in the 26th percentile
g. 11th grade growth was in the 16th percentile

Supportive Environment Score on the 5 Essentials Survey over the years:

2014- 64 (Strong)
2015- 66 (Strong)
2016- 69 (Strong)
2017- 53 (Neutral)

Teachers received high marks for student-teacher trust:

89% of students surveyed indicated they felt comfortable with their teachers at Uplift.
89% of students surveyed indicated they felt respected by their teachers at Uplift.

Though students have positive relationships with teacher, there was neutral feedback about Ambitious Instruction.
In addition to the new English and Math curriculum to support the shift to SAT, Uplift is currently working on revising all other subjects. Last summer resources were allocated to give teachers an opportunity to start revising curriculum. We plan to continue working in this area this summer to complete curriculum in all four major subject areas, as well as Writing Across The Curriculum.

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

Rigorous Student Tasks:

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

Score

1   **2**   3   4

Ambitious Instruction score on the 2017 on the 5 Essentials Survey, over the years:

2014- 56 (Neutral)
2015- 56 (Neutral)
2016- 63 (Strong)
2017- 57 (Neutral)

Students reported uneven results in terms of rigorous tasks on the 5 Essentials Survey. Less than 30% of students reported doing rigorous tasks daily in English. The students reported stronger results for math.

2017 SQRP indicates the following for attainment:

a. 5.4% of 9th graders met benchmark on PSAT9
b. 15.3% of 10th graders met benchmark on PSAT 10
c. 9.6% of 11th graders met benchmark on SAT

2017 SQRP indicates the following for growth:

e. 9th grade growth was in the 1st percentile
f. 10th grade growth was in the 26th percentile
g.11th grade growth was in the 16th percentile

Feedback from MOY Instructional Core Effectiveness visit indicated:
1. 90-100% of students were on task and 72% of the text given to students were appropriate level of complexity and quality.
2. Only 45% of tasks were aligned to CCSS/NGSS.
3. Only 54% of the tasks exhibited DOK Levels 3 or 4/higher order thinking skills on Bloom's Taxonomy.
4. Chief indicated that there was growth from the BOY visit.
5. ILT is working with teachers on how incorporate AAI into tasks, but the teachers have struggled in this area.
6. Most walkthroughs indicate that activities are teacher led and teacher focused.
7. Teachers have indicated that they need to work on incorporating more group work.

In response to the MOY Instructional Core Effectiveness feedback, an ILT data cycle was created, which includes the following:
a. Teachers review unit plans and receive peer and administrative feedback and ensure tasks are aligned to CCSS and NGSS standards.
b. Team members conduct mini walk throughs to look at the execution of the lessons.
c. Teachers review the trends they saw in the walk through.
d. ILT members bring in student work and peer review student tasks using the protocol for evaluating student work.

All activities push teachers toward the creation of more rigorous tasks by incorporating Agency, Authority, and Identity and tasks that exhibit DOK levels of 3 or 4. Additionally, teachers have been provided PD on UBD formatting to help with unit planning and Skills Insight, which helps teachers layer rigor according to different students' skill levels.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   3   **4**

1. EMBARC, CTE, One Goal are programs designed with the student to keep in mind future goals and opportunities.
2. Computer Science course provide students with problem solving skills . In addition, grade level courses embed the importance of each
student finishing strong in each course with their end in mind-- successfully graduating from high school.
3. Cluster student's IEP transition plans are updated yearly and discussed with parents/guardians during annual IEP meetings.
4. Parents are notified frequently throughout the year of transition services, fairs, and other outside agencies that may aid in our students'
post high school careers.
5. 31.7% of students earn Early College Credentials in 2016-2017 up 16% from the prior year.
6. 4 year cohort graduation rate up to 64.2%, almost 7% from prior year.
7. 69.4% of graduates enroll in a post secondary institution. This is above the district average.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

Instruction:

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

2017 SQRP indicates the following for attainment:

a. 5.4% of 9th graders met benchmark on PSAT9
b. 15.3% of 10th graders met benchmark on PSAT 10
c. 9.6% of 11th graders met benchmark on SAT

2017 SQRP indicates the following for growth:

e. 9th grade growth was in the 1st percentile
f. 10th grade growth was in the 26th percentile
g.11th grade growth was in the 16th percentile

Supportive Environment Score on the 5 Essentials Survey over the years:

2014- 64 (Strong)
2015- 66 (Strong)
2016- 69 (Strong)
2017- 53 (Neutral)

Teachers received high marks for student-teacher trust:

89% of students surveyed indicated they felt comfortable with their teachers at Uplift.
89% of students surveyed indicated they felt respected by their teachers at Uplift.

Though students have positive relationships with teacher, there was neutral feedback about Ambitious Instruction.

1. Most walk throughs indicate that activities are teacher led and teacher focused.
2. Teachers have indicated that they need to work on incorporating more group work.
3. Only 54% of the tasks exhibited DOK Levels 3 or 4/higher order thinking skills on Bloom's Taxonomy in the MOY Instructional Core Visit.
4. Very few teachers talk about grouping students during instruction.
5.Teachers struggle with differentiating instruction and engaging DL students, which is exhibited in a high failure rate of DL students.

In response, teachers created a scope and sequence for core subject areas. The ILT is also working with teachers on how incorporate AAI into tasks because teachers have struggled in this area.

There has been growth between the BOY and MOY in the C & I scores.

SY 2017-2018 BOY C & I Score: 7 (Not Implementing in many areas)
SY 2017-2018 MOY C& I Score: 12 (Emerging in most areas, consistent in a few areas)

Guide for Instruction

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

- Provide instruction designed to develop language domains for English learners.
  - **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
  - **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
  - **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 **2** 3 4

1. Teachers struggle with differentiating instruction and engaging DL students, which is exhibited in a high failure rate of DL students.
2. The school has struggled with disproportionately high failure rates across grade levels.
3. There is no universal grading policy in place.
4. Some punitive policies in place by some teachers.

In response to the high failure rates among regular education students and diverse learners, the ILT has done the following:
a. Provided support around developing assessments in which teachers brought in final assessments and received feedback from peers and
administration.
b. Provided a space for teachers to share best practices for developing ownership in students.
c. Used MTSS to group students for different academic interventions.
d. Emphasized the importance of the bell to bell instructional policy which incorporates an exit ticket to provide data for reteaching and
reflection.
e. Worked on task alignment with teachers in order to help students make connections about the relevance of activities.

The ILT has talked grading, but hasn't moved toward a universal grading policy. This is work that the school staff has even been talking about in GLT meetings. It is definitely a high priority for SY 2018-2019.

The current practices have helped the growth of BOY and MOY in the C & I scores:

SY 2017-2018 BOY C & I Score: 7 (Not Implementing in many areas)
SY 2017-2018 MOY C& I Score: 12 (Emerging in most areas, consistent in a few areas)

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with**

other formative assessments to provide a more comprehensive picture of student learning.
- ○ **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- ○ **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design and use of accommodations and, where needed, modifications.
    - ▪ Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- ○ **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- ○ **Utilize assessments that measure the development of academic language for English learners.**
- ○ **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- ○ **Improve and promote assessment literacy.**
    - ▪ Work together on building common assessments within a department, course, or grade level team.
    - ▪ Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
    - ▪ Use common protocols and calibrate on scoring and grading in teacher teams.
    - ▪ Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- ○ **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
    - ▪ Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
    - ▪ Measure, report, and document student progress and proficiency:
        - ▪ Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
        - ▪ Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
    - ▪ Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
    - ▪ Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting	

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

2017 SQRP indicates the following for attainment:

a. 5.4% of 9th graders met benchmark on PSAT9
b. 15.3% of 10th graders met benchmark on PSAT 10
c. 9.6% of 11th graders met benchmark on SAT

2017 SQRP indicates the following for growth:

e. 9th grade growth was in the 1st percentile
f. 10th grade growth was in the 26th percentile
g.11th grade growth was in the 16th percentile

There has been a downward trend in attendance from the SY 2014-2015:

2015- 91.8%
2016- 87.8%
2017- 82.1%

h. Teachers reported needing help in the area of SEL learning.
i. Teachers struggle with Tier II and Tier III support for students academically.

In the SY 2017-2018, the BHT began to utilize a MTSS tracker documented has been created to tier students in the areas of behavior, attendance, and grades.

1. MTSS tracker also tracks interventions to ensure all students are receiving services. The tracker also allows the team to see duplicate services and if the interventions is successful.
2. ILT also employs MTSS to push teachers' thinking in terms of instructional strategies and grading practices.
Focus Area:
3. Grade Level Teams (GLTs) use MTSS when looking at teacher driven interventions to aid in students success.
4. Teachers are also pushed to look at varying interventions based on the needs of specific students in GLT Meetings.
5. The GLT meeting structure follows a cycle which provide teachers a space to work on SEL learning, practice, and reflect on results
during the SEL focused weeks.
6. The Culture Climate Leadership Team (CCLT) was created to create more robust Tier I support for students.
7. Advisory was created to address team building and a sense of belonging for students.
8. Though interventions have been created, the BHT has struggled progress monitoring the effectiveness of interventions.
9. Fidelity has been an issue with MTSS.

Use of suspension with Group 4-6 Discipline has decreased in favor of restorative practices. The use of suspension has decrease from 100% in SY 2014-2015 with Group 4-6 Discipline to 62.5% in SY 2017-2018.

Attendance is trending almost 4% higher SY 2017-2018 at 85.7% to SY 2016-2017.

Uplift has significantly less students with D's and F's in SY 2017-2018 thank in SY 2016-2017.

Guide for Multi-Tiered System of Supports

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

- Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
  - **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Expectations for Quality & Character of School Life

Culture for Learning:

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

Score

1 **2** 3 4

2017 SQRP indicates the following for attainment:

a. 5.4% of 9th graders met benchmark on PSAT9
b. 15.3% of 10th graders met benchmark on PSAT 10
c. 9.6% of 11th graders met benchmark on SAT

2017 SQRP indicates the following for growth:

e. 9th grade growth was in the 1st percentile
f. 10th grade growth was in the 26th percentile
g.11th grade growth was in the 16th percentile

Students reported uneven results in terms of rigorous tasks on the 5 Essentials Survey. Less than 30% of students reported doing rigorous tasks daily in English. The students reported stronger results for math though.

Only 54% of the tasks exhibited DOK Levels 3 or 4/higher order thinking skills on Bloom's Taxonomy in MOY Instructional Core Effectiveness walk through.

In response to the data and feedback, the ILT incorporated every teacher so all teachers receive the same message.
1. Administration shares district expectations for students and create a culture of looking at student level data.
2. The ILT is also working with teachers on ways for students to buy in to their education and to develop agency, authority and identity.
3. Student work is proudly displayed. Teachers are motivated to engage the students in learning content and the process of learning.
4. Programs and partnerships reinforce these expectations and help build the self-confidence students need to succeed.
5. The Uplift community continues to work on ways to reinforce a positive and safe culture for learning for each student through Tier I
supports.

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

Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Now What? Materials to Support Improvement Planning

✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance
✓ Framework for Teaching Companion Guide p. 50
✓ Social Emotional Learning Supports (cps.edu/sel)
✓ ASCA Mindsets & Behaviors

Relational Trust:

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

Score

1   **2**   3   4

Data from 5 Essentials and School Climate Self- Assessment indicate:
1. There is very little trust between teachers and administration.
2. Many teachers fear retaliation from admin.
3. Some teachers expect to get little assistance when help is needed.
4. However, between most students and most teachers, there is a relationship of trust.
5. Students are given opportunities throughout the school year to plan and execute assemblies. Students are encouraged to participate in
extracurricular activities and sports.
6. Student programs, such as EMBARC, BAM, Student Voice, CTE, help students development interpersonal and intrapersonal skills
needed for success within and outside the Uplift learning community
7. The 9th Grade Team host activities during Wednesday's Advisory to help build effective and successful communication skills among the
students and their 9th grade teachers
8. Administration periodically host school-wide meetings in the Kiva to keep students and staff abreast of upcoming school events and to
acknowledge students who are rising above and beyond school-wide expectations
However this year, the administration obtained resources to bring in a retired principal to assist only in the area of collaboration in additional to a retired administrator that was assigned by the district. The administration shifted practice to lead every conversation with staff with unbiased data. This new focus in practice has led to teachers coming into the principal's office to let her know they recognize, appreciate, and feel more at ease with the shift in practice. The administration has worked all year with the PPC to respond to concerns and seek input in new initiatives and any changes in instructional policies.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Now WHAT? Materials to Support Improvement Planning

✓ Social Emotional Learning Supports (cps.edu/sel)
✓ Trust in Schools: A Core Resource for School Reform (ASCD)
✓ Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

1. Students have several opportunities to give input:
a. CCLT
b. Attendance Incentives
c. Student Voice (Weekly)
d. Monthly Town Hall meetings, which have a student component.
e. Learning Fairs
2. ILT is working with teachers to build AAI to increase student engagement during instruction.
3. Students are engaged in issues that affect their everyday lives through Uplift's Social Justice curriculum.
4. Uplift has honors classes, but no AP courses currently.
5. Uplift has addressed course offering issues through dual enrollment.
6. Student programs, such as EMBARC, BAM, Student Voice, CTE, help students development interpersonal and intrapersonal skills
needed for success within and outside the Uplift learning community
7. Sports in addition to extra curricular activities have given non traditional students leadership opportunities as well.

Supportive Environment Score on the 5 Essentials Survey over the years:

2014- 64 (Strong)
2015- 66 (Strong)
2016- 69 (Strong)
2017- 53 (Neutral)

Teachers received high marks for student-teacher trust:

89% of students surveyed indicated they felt comfortable with their teachers at Uplift.
89% of students surveyed indicated they felt respected by their teachers at Uplift.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

and impact school policy and decisions.
- Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
- Authentically **interact with civics leaders**
- Students learn about community, city, state, and national civic leaders and their roles in civil society.
- School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.

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

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

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

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

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

Supportive Environment Score on the 5 Essentials Survey over the years:

2014- 64 (Strong)
2015- 66 (Strong)
2016- 69 (Strong)
2017- 53 (Neutral)

Teachers received high marks for student-teacher trust:

89% of students surveyed indicated they felt comfortable with their teachers at Uplift.
89% of students surveyed indicated they felt respected by their teachers at Uplift.

Uplift's Safety score on the 5 essentials Survey over the years:

2014- 24 (Weak)
2015- 29 (Weak)
2016- 27 (Weak)
2017- 28 (Weak)

1. The Uplift community makes every effort to secure the safety of all students.
2. The security staff is present. Teachers reiterate the classroom governing policies.
3. Teachers stand by their doors to greet students and as a presence that an adult is there for safety and security.
4. Administration periodically walk the halls has trouble shooters and to offer assistance to students and staff.

Though students have reported "feeling safe" within the school on 5 Essentials Survey, nearly 50% of students reported feeling unsafe outside and around the school and traveling between school and home.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
  - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
  - Students initiate and lead some school improvement initiatives.
  - Students participate in democratic decision-making at the school level.
  - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Social Emotional Learning Supports (cps.edu/sel)	

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Supportive Environment Score on the 5 Essentials Survey over the years:

2014- 64 (Strong)
2015- 66 (Strong)
2016- 69 (Strong)
2017- 53 (Neutral)

Teachers received high marks for student-teacher trust:

89% of students surveyed indicated they felt comfortable with their teachers at Uplift.
89% of students surveyed indicated they felt respected by their teachers at Uplift.

Use of suspension with Group 4-6 Discipline has decreased in favor of restorative practices. The use of suspension has decrease from 100% in SY 2014-2015 with Group 4-6 Discipline to 62.5% in SY 2017-2018.

1. Monthly network discipline reports indicate an overall decrease in out of school suspensions.
2. ISS has incorporated a counseling component to help students reflect on behaviors.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
  - Well-managed routines and transitions maximize instructional time.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
  - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
  - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
  - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors.Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
  - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
  - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c.Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ CPS Restorative Practice Guide & Toolkit ✓ Guideline for Effective Discipline	

Parent and Family Partnership:

Score

1   2   **3**   4

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

Uplift's Parent Engagement score on the 5 essentials Survey over the years:

2014- 34 (Weak)
2015- 49 (Neutral)
2016- 42 (Neutral)
2017- 28 (Weak)

Most of the teacher feedback from the 5 essentials Survey indicated that less than half of the parents contact them about students' grades, offer to volunteer, respond to suggestions, or attend parent-teacher conferences. Though this has been a trend, Uplift shows the value of parental support and engagement through the following activities:
1. Daily parent communication goes out to alert parents if their child is absent, early dismissals, and phone conversations.
2. Monthly parent meetings are held for ALSC, PAC, and Bi Lingual PAC.
3. In addition to Report Card Pick Up, Testing, and other specialty messages, GEAR Up and EMBARC host parent meetings as well.
4. Parents are always welcomed at Uplift ad we are constantly trying to find ways to keep parents engaged with Parent Portal and the
school's website.

The percentage of parents that have been to one or more Uplift HS Meetings: 95%

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

School Excellence Framework Priorities

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

Goals

Required metrics (Highschool)   14 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
Improv	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
PSAT 9 Annual Growth Measure					

Description	Col1	Col2	Col3	Col4	Col5
Incremental growth is attainable through alignment to PSAT and use of skills of insight.	(Blank)	1.00	10.00	20.50	40.00

PSAT 10 Annual Growth Measure

Description	Col1	Col2	Col3	Col4	Col5
Incremental growth is attainable through alignment to PSAT and use of skills of insight.	(Blank)	26.00	30.00	35.00	45.00

SAT Annual Growth Measure

Description	Col1	Col2	Col3	Col4	Col5
Student growth on SAT is an indicator of a standard aligned curriculum with fidelity in instructional practices.	(Blank)	16.00	20.00	25.00	30.00

3 yr Cohort(SAT) Growth Measure (this will be a new metric)

Description	Col1	Col2	Col3	Col4	Col5
(Blank)	(Blank)	(Blank)	0.00	0.00	0.00

African-American School Growth Percentile SAT11

Description	Col1	Col2	Col3	Col4	Col5
Incremental growth is attainable through alignment to PSAT and use of skills of insight.	(Blank)	16.00	20.00	25.00	30.00

Hispanic School Growth Percentile SAT11

Description	Col1	Col2	Col3	Col4	Col5
(Blank)	(Blank)	(Blank)	0.00	0.00	0.00

English Learner School Growth Percentile SAT11

Description	Col1	Col2	Col3	Col4	Col5
(Blank)	(Blank)	(Blank)	0.00	0.00	0.00

Diverse Learner School Growth Percentile SAT11

Description	Col1	Col2	Col3	Col4	Col5
Incremental growth is attainable through alignment to PSAT and use of skills of insight.	(Blank)	(Blank)	5.00	8.00	12.00

Percent Meeting College Readiness Benchmarks

Description	Col1	Col2	Col3	Col4	Col5
Incremental growth is attainable through alignment to PSAT and use of skills of insight.	(Blank)	10.00	15.00	25.00	30.00

Early College and Career Credentials Rate

Description	Col1	Col2	Col3	Col4	Col5
Increasing ECC offerings to increase participation.	16.00	31.00	40.00	45.00	50.00

Freshmen On-Track Rate

Description	Col1	Col2	Col3	Col4	Col5
Ensure that freshmen have a strong foundation so they can be prepared to graduate for high school. Our small class size allows for individualized plans that ensure students are on-track.	85.00	74.00	80.00	85.00	90.00

4-Year Cohort Graduation Rate

Description	Col1	Col2	Col3	Col4	Col5
The graduation rate is the ultimate goal of high school.	57.00	64.00	75.00	78.00	80.00

1-Year Dropout Rate

Description	Col1	Col2	Col3	Col4	Col5
Better support for FoT and MTSS will reduce dropout	5.00	6.00	4.00	3.00	2.00

College Enrollment Rate

Description	Col1	Col2	Col3	Col4	Col5
Increasing counseling services and post-sec systems will increase college enrollment.	65.00	69.00	75.00	80.00	85.00

College Persistence Rate

Description	Col1	Col2	Col3	Col4	Col5
Increased rigor and aligned curriculum will better prepare students to persist in college.	59.00	54.00	60.00	63.00	68.00

Average Daily Attendance Rate

Ensure that students are at school in order to receive daily instruction.	91.00	88.00	90.00	91.00	92.00

Custom metrics

2 of 2 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Effective Leaders score on 5 Essentials Survey will increase from very weak to strong.					
The Effective Leaders score must increase in order for the vision to be share and carried out by staff.	17.00	*(Blank)*	25.00	45.00	65.00
Collaborative Teachers score on the 5 Essentials Survey will increase from weak to very strong.					
Teachers must collaborate, share best practice, and provide peer feedback in order for instructional practices to improve, which will spur student growth.	29.00	*(Blank)*	45.00	65.00	85.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Share data and use data to lead the work in all decision making and progress monitoring processes.	Collaborative, transparent, and informed decision making.	1.Teacher-Principal trust score of 65 (Strong) or better on the 5 Essentials Survey by 2020. 2.Collaborative Teachers rating of 85 (Very Strong) or higher on 5 E by 2020
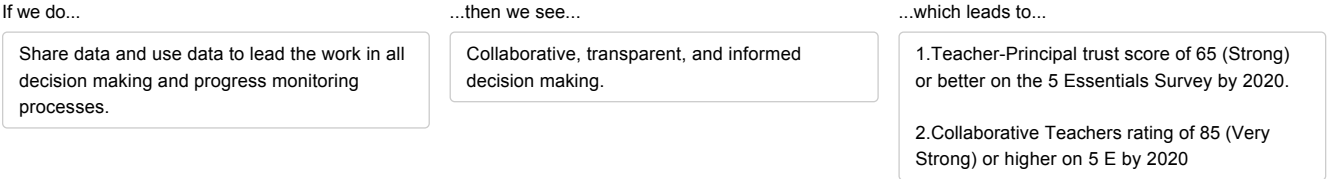
Tags:
Grading policy, Data cycle, Culture and climate leadership, Data driven culture, Professional learning calendar, Data-driven instruction, Data conversations, Class visits, Data driven practice, Grade level team, Data groups, Mtss data, Data meetings

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Status
Create a PD calendar for SY 2018-2019, which include all TCT meetings.	Admin	Jun 4, 2018 to Jun 4, 2018	Not started
Share all goals and expectations at the beginning of the school year.	Admin	Aug 27, 2018 to Aug 31, 2018	Not started
Provide teachers and staff with PD calendar and TCT schedule.	Admin	Sep 4, 2018 to Sep 4, 2018	Not started
Implement Data Cycle for ILT from beginning of SY 2018-2019.	Admin	Sep 5, 2018 to Jun 7, 2019	Not started
Implement Data Cycle for GLT from beginning of SY 2018-2019, which allow teachers to share best practices and successful/activities and lessons.	Admin	Sep 4, 2018 to Jun 14, 2019	Not started

Provide timely feedback on unit plans every 5 weeks.	Admin	Aug 27, 2018 to May 17, 2019	Not started
Use teacher feedback and data from BOY, MOY, EOY ILT surveys, 5 Essentials, climate surveys, PPC, and ILT meetings in decision making.	Admin	Aug 27, 2018 to Jun 21, 2019	Not started
Provide PD on providing differentiated instruction.	Admin	Aug 27, 2018 to Aug 31, 2018	Not started

Strategy 2

If we do...	...then we see...	...which leads to...
More interdisciplinary units that incorporate Social Emotional Learning Standards, Reading and Writing Standards	1. The use of real world connections. 2. A wider variety of student work and types of assessments. 3. SEL skill building. 4. More student led discussions. 5. Improved critical thinking 6. Students more capable of doing researching, paraphrasing, and creating papers that involve a claim and argument.	1. Annual SAT growth of 30 percentile or higher on the SQRP by 2020. 2. FOT of 90% or higher on the SQRP by 2020. 3. 4 year graduation rate of 80% or higher on the SQRP by 2020. 4. Attendance rate of 95% or better on the SQRP by 2020.

Tags:
Student learning, 2b, Curriculum planning, 5 essentials, 4 year graduation rate, 1d, Academic acheivement, Academic success, Attendance improvement, Scope & sequence

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Set a budget for summer curriculum planning	Principal	Jun 1, 2018 to Jun 15, 2018	Not started
Build Curriculum Team	Admin/Teachers	Jun 1, 2018 to Jun 15, 2018	Not started
Agreements about: Topics to be taught, big ideas, and units of study around big ideas.	Curriculum Team	Jun 25, 2018 to Aug 17, 2018	Not started
Agree on which SEL and writing standards will be incorporated in curriculum maps. Create a vertical framework (9-12) of writing targets with strategies to teach them. Data will be based on EOY data and PSAT & SAT data.	Curriculum Team	Jun 25, 2018 to Aug 17, 2018	Not started
Agree on criteria for proficiency	(Blank)	select	Not started
Agree on what types of assessments will be used to measure growth.	Admin	Jun 1, 2018 to Jun 15, 2018	Not started
Create 5 week curriculum maps for all core classes.	Curriculum Team	Jun 25, 2018 to Aug 17, 2018	Not started

Action step	Responsible	Timeframe	Status
Look for opportunities to make connections between different subjects. ig PE and Science.	Curriculum Team	Jun 25, 2018 to Aug 17, 2018	Not started
Provide PD for staff on incorporating SEL skills in classes. Provide differentiated PD for staff.	Admin	Aug 27, 2018 to Jun 14, 2019	Not started
Use ILT, GLT, and department meetings to reflect on data and make changes to curriculum maps.	Teacher/Admin	Sep 4, 2018 to Jun 14, 2019	Not started
Teachers will receive PD on creating assessments and rubrics.	Admin	Aug 27, 2018 to Aug 31, 2018	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Common Core content and pedagogically aligned instruction	Increased critical thinking, problem solving, and the ability to cooperatively work with others.	1. Annual SAT growth of 30 percentile or higher on the SQRP by 2020. 2. FOT of 90% or higher on the SQRP by 2020. 3. 4 year graduation rate of 80% or higher on the SQRP by 2020. 4. Attendance rate of 95% or better on the SQRP by 2020.

Tags:

Area(s) of focus:
2, 3

Action step	Responsible	Timeframe	Status
Use ILT meetings to create specific tasks by subject that relate to the grade level targets	Teachers	Sep 4, 2018 to Jun 14, 2019	Not started
Conduct walk throughs, every five weeks to assess classroom culture, task alignment, text complexity, and use of DOK levels 3 or high during instructions.	Teachers	Sep 4, 2018 to Jun 14, 2019	Not started
Teachers will bring in student work to assess the effectiveness of instruction based on student mastery of the assignments.	Teachers	Sep 4, 2018 to Jun 14, 2019	Not started
Create a school-wide group work protocol to used in all classes	Teachers	Sep 10, 2018 to Sep 14, 2018	Not started
Use student level data to address skill deficits and make instructional adjustments.	Teachers	Sep 4, 2018 to Jun 14, 2019	Not started

Action Plan

Strategy 1

NOT STARTED Create a PD calendar for SY 2018-2019, which include all TCT meetings."

Jun 04, 2018 to Jun 04, 2018 - Admin

Status history

May 15

NOT STARTED May 15, 2018
Evidence
Complete PD Calendar

NOT STARTED Provide teachers and staff with PD calendar and TCT schedule."

Sep 04, 2018 to Sep 04, 2018 - Admin

Status history

May 15

NOT STARTED May 15, 2018
Evidence
Master Schedule & PD Calendar

NOT STARTED Implement Data Cycle for ILT from beginning of SY 2018-2019."

Sep 05, 2018 to Jun 07, 2019 - Admin

Status history

May 15

NOT STARTED May 15, 2018
Evidence
ILT Calendar for SY 2018-2019

NOT STARTED Provide timely feedback on unit plans every 5 weeks."

Aug 27, 2018 to May 17, 2019 - Admin

Status history

May 15

NOT STARTED May 15, 2018
Evidence
Emails from Admin

NOT STARTED

Use teacher feedback and data from BOY, MOY, EOY ILT surveys, 5 Essentials, climate surveys, PPC, and ILT meetings in decision making."

Aug 27, 2018 to Jun 21, 2019 - Admin

Status history

May 15

NOT STARTED May 15, 2018
Evidence

Data from: ILT surveys, 5 Es, & climate surveys

NOT STARTED   Provide PD on providing differentiated instruction."

Aug 27, 2018 to Aug 31, 2018 - Admin

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
PD Calendar, PD Agenda, Sign In

NOT STARTED   Share all goals and expectations at the beginning of the school year."

Aug 27, 2018 to Aug 31, 2018 - Admin

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
Handouts, PPT from 1st week of PD, & Sign In Sheets

NOT STARTED

Implement Data Cycle for GLT from beginning of SY 2018-2019, which allow teachers to share best practices and successful/activities and lessons."

Sep 04, 2018 to Jun 14, 2019 - Admin

Status history
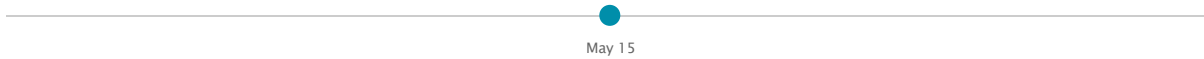
May 15

NOT STARTED   May 15, 2018
Evidence
GLT Calendar SY 2018-2019

Strategy 2

NOT STARTED   Set a budget for summer curriculum planning"

Jun 01, 2018 to Jun 15, 2018 - Principal

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
Summer Budget

NOT STARTED   Build Curriculum Team"

Jun 01, 2018 to Jun 15, 2018 - Admin/Teachers

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
List of Team Members

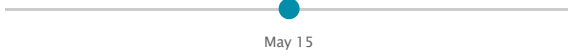NOT STARTED   Agree on what types of assessments will be used to measure growth."

Jun 01, 2018 to Jun 15, 2018 - Admin

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
Agendas w/ Notes & Sign in Sheets

NOT STARTED   Agree on which SEL and writing standards will be incorporated in curriculum maps. Create a vertical framework (9-12) of writing targets with strategies to teach them. Data will be based on EOY data and PSAT & SAT data."

Jun 25, 2018 to Aug 17, 2018 - Curriculum Team

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
Agendas w/ Notes & Sign in Sheets

NOT STARTED   Create 5 week curriculum maps for all core classes."

Jun 25, 2018 to Aug 17, 2018 - Curriculum Team

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
Curriculum Maps

NOT STARTED   Look for opportunities to make connections between different subjects. ig PE and Science."

Jun 25, 2018 to Aug 17, 2018 - Curriculum Team

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
Agendas w/ Notes & Sign in Sheets

NOT STARTED   Provide PD for staff on incorporating SEL skills in classes. Provide differentiated PD for staff."

Aug 27, 2018 to Jun 14, 2019 - Admin

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
PD Calendar, PD Agenda, Sign In

NOT STARTED   Use ILT, GLT, and department meetings to reflect on data and make changes to curriculum maps."

Sep 04, 2018 to Jun 14, 2019 - Teacher/Admin

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
Agendas w/ Notes, Sign in Sheets, Updated Curriculum Maps

NOT STARTED   Teachers will receive PD on creating assessments and rubrics."

Aug 27, 2018 to Aug 31, 2018 - Admin

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
PD Calendar, PD Agenda, Sign In

NOT STARTED   Agreements about: Topics to be taught, big ideas, and units of study around big ideas."

Jun 25, 2018 to Aug 17, 2018 - Curriculum Team

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
Agendas w/ Notes & Sign in Sheets

NOT STARTED   Agree on criteria for proficiency"

-

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
Agendas w/ Notes & Sign in Sheets

Strategy 3

NOT STARTED   Use ILT meetings to create specific tasks by subject that relate to the grade level targets"

Sep 04, 2018 to Jun 14, 2019 - Teachers

Status history

May 15

NOT STARTED   May 15, 2018
Evidence
Agendas w/ Notes & Sign in Sheets

NOT STARTED

Conduct walk throughs, every five weeks to assess classroom culture, task alignment, text complexity, and use of DOK levels 3 or high during instructions."

Sep 04, 2018 to Jun 14, 2019 - Teachers

Status history

May 15

NOT STARTED | May 15, 2018
Evidence
Agendas w/ Notes, Sign in Sheets, and Walk Through results

NOT STARTED | Teachers will bring in student work to assess the effectiveness of instruction based on student mastery of the assignments."

Sep 04, 2018 to Jun 14, 2019 - Teachers

Status history

May 15

NOT STARTED | May 15, 2018
Evidence
Agendas w/ Notes & Sign in Sheets

NOT STARTED | Create a school-wide group work protocol to used in all classes"

Sep 10, 2018 to Sep 14, 2018 - Teachers

Status history

May 15

NOT STARTED | May 15, 2018
Evidence
Agendas w/ Notes, Sign in Sheets, & group work protocol

NOT STARTED | Use student level data to address skill deficits and make instructional adjustments."

Sep 04, 2018 to Jun 14, 2019 - Teachers

Status history

May 15

NOT STARTED | May 15, 2018
Evidence
Agendas w/ Notes & Sign in Sheets

Fund Compliance

Supplemental General State Aid(SGSA)

☐ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.

5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

◉ ESSA Schoolwide Program

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

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

○ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☐ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy   Complete

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

Yes. The Principal holds an annual Title I Informational Meeting. After that meeting, the ESSA Parent Advisory Council hosts an Annual Organizational Meeting to select officers for the current school year and create/approve the parent involvement budget. The PAC meets regularly throughout the school year and administration attends those meetings.

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

Yes. The ESSA hosts an Annual Meeting to select officers for the current school year and create/approve the budget. The ESSA Parental Involvement Policies and other required information is discussed. The Title 1 PAC Organizational Meeting for the 2018-19 School Year (TBD) in the Uplift High School Library.

The Title 1 Annual Meeting for 2018-2019 School Year (TBD) in the Uplift High School Library.

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.

Yes. Regular evening PAC meetings are held for parents and administration involves the parents in decisions about the education of their children. The PAC Chair will have a monthly standing agenda item of "Parent Suggestions". Those suggestions will be discussed with administration. Administration will respond to those suggestions in person and/or via the school's website.

Yes. The Principal hosts an annual Title I meeting at which she provides all the relevant Title I documents and explains the Title I program in a parent-friendly manner.

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.

Administration will send home student results on the state assessment. Also, monthly meetings are held throughout the school year. Information will also be posted on the school's website.

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

All Uplift Teachers are Highly Qualified. The letters are sent home requesting parents to notify the school if they wish for the final list.

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.

Uplift will host grade level meetings with parents in addition to Report Card Pick up Nights.

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.

. Uplift will hosts Parent Workshops/Training along with GEAR UP and Youth Guidance.

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.

During regularly scheduled meetings, workshops, and trainings Uplift will work with parents as equal partners in their child's education.

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.

N/A

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.

Uplift publishes all communications to parents in both English and Spanish. Additionally, all forms and updates are placed on the Uplift website.

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)

n/a

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.)

Uplift will provide a relevant student centered curriculum focused on Social Justice, creating an academically nurturing environment that promotes critical and creative thinking, instills pride and respect for others and self, and equips all our students to become leaders of tomorrow.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

The Parent Report Pick Ups are scheduled by the District and held in November and April. Uplift also offers other parent-teacher conference opportunities during Open House and grade level dinner nights. (Dates: TBD)

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

Progress Reports are distributed every five weeks and Parents can check the Parent Portal and Gradebook weekly for updates.

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

Parents can meet with teachers before and after school. Parents can also make appts. with teachers and contact via email through the school's website.

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

Parents are also welcomed to volunteer at Uplift. We have a dedicated Parent Room with resources and technology.

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

Parents will help their children by partnering with the school to ensure their child attends regularly, completes homework, and is a good citizen in school. All parents will sign an NCLB compact in addition to sign up on Parent Portal.

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

Parents are involved through the PAC, Book Clubs, Workshops, CIWP, Trainings,and ALSC.

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).

The students at Uplift will sign the Student, Parent, Counselor, and Administrator Compact Annually. They also share in the responsibility to improve student academic achievement through Student Voice, Monthly TownHall Meetings, and 2018-2019 student led Grade Level Team Meetings.

Parent Budget   Not 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.

(Blank)

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.	$	Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	Amount	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	Amount	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	Amount	.00

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

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

| <p>54565</p>**Reimbursements**
 Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts. | $ | Amount | .00 |

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

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

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