Austin College and Career Academy / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Patricia Harper Reynolds	Principal	pharper@cps.edu	Has access
Devon Morales	Assistant Principal	dmorales@cps.edu	Has access
Erica Jordan	Counselor	emjordan@cps.edu	Has access
John Robinson	Culture and Climate Specialist	jlrobinson4@cps.edu	Has access
Jason Ware	Special Educator/Science	jware15@cps.edu	Has access
La Tanya Lambert	ELA Academic Department Chair	lnburke@cps.edu	Has access
Steven McIlrath	Math Academic Department Chair	samcilrath@cps.edu	Has access
Ian Morris	ELA Teacher	irmorris@cps.edu	Has access
Venus Finley	Parent/LSC		No Access
Alyson Stout	Special Educator	ahstout@cps.edu	Has access

Team meetings

Date	Participants	Topic
03/13/2018	Reynolds, Morales, Jordan, Stout, Ware, Morris, Robinson	SEF

03/12/2018	Reynolds, Morales, Jordan, Stout, Ware, Morris, Robinson	SEF
03/29/2018	Reynolds, Morales	SEF/Goal Setting
04/05/2018	Reynolds, Stout, Jordan, Morales	SEF/Goal Setting
04/19/2018	Reynolds, Jordan, Morales	Strategies and Action Steps
04/23/2018	Morales, Lambert, Stout, Jordan, Robinson, Ware, Morris	Strategies and Action Steps
04/30/2018	Morales, Lambert, Reynolds, Ware, Morris	Strategies and Action Steps
05/01/2018	Reynolds, Morales, Stout, Finley	Parent Compact, Action Steps
05/07/2018	Finley, Stout, Reynolds	CIWP review and edits

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 **2** 3 4

> School-wide vision and beliefs around collective responsibility were created with the staff.
> The ILT is comprised of active school members; however, support from other staff members would add greater value.
> The ELA and STEM Departments have emerging approaches to data-driven discussion; but, need support with the skills to develop differentiated classroom-based interventions and curriculum to address emerging needs of students.
>
> 2016-2017 5 Essentials Data Reported:
> 5E – "teachers ask challenging questions – 34% student report Never to once in a while
> 5E – "teachers ask challenging questions on tests." 36% Students report never to once in a while.
> 5E – "this class challenges me" 34% students report never to once in a while.
> The data shows that not every stakeholder is committed to fulfilling the shared vision of fostering a rigorous culture of learning focused on preparing students for postsecondary success.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**

- Master skills associated with large-scale strategic planning processes and implementation of such plans.
- Steer through the challenges associated with making improvements, both large and small.
  - **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
  - **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
    - Model ambitious goals for teaching and learning for all students, including priority groups.
    - Draw from the best available evidence to inform instructional improvement decisions.
  - **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 **3** 4

> The team is highly productive; however, meetings should occur weekly instead of bi-weekly.
> The team consists of committed and dedicated team members that are focused on using data and observations to shift instructional outcomes
> As an ILT, the rubric shows that the team is still working to fine tune the processes and protocols used to streamline support for teaching and learning - Partially Effective
> Areas for Growth Include:
> Facilitates a cycles of learning and problem solving of Teacher Teams
> Maximizes use of available data sources (e.g. CIM, Dashboard, District reports) before or instead of creating new data systems
> Analyzes data (both qualitative and quantitative) that is relevant to priorities and timely (e.g. immediately after testing period)

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

There is currently no structure for teachers to share professional learning received outside of school-based PD

Professional development is provided by the QUEST Center on various topics related to the information collected from the teacher survey on PD needs. Yet, there is no current cycle of learning that supports observable actions which improve in curriculum and instruction.

13 of 17 teachers responded to a PL survey at the end of the school year. The following areas were selected to receive PL:
Domain One
41% - Effectively using student performance data to inform my planning. Lessons and assignments.
50% - Differentiated instruction – how to reach all students at any level.
Domain Two
60% - classroom-based behavior incentive plans
70% - Integrating restorative practices into my classroom routines.
Domain Three
45% Actionable Objectives – Engaging students in their learning
54% Student Led Discussions
Domain Four
90% How to effectively use MTSS
60% Google Classroom and Smart Boards

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

> Teachers have access to anything that improves student achievement
> Resources have been aligned to support the SEL needs of students and teachers
> Schedules are developed to maximize student needs
> Targeted student interventions have been scheduled for before, lunch, elective and after school
> There are multiple community resources available - BAM, WOW, NOVO, DePaul, Embarc, OneGoal, Westside Health Authority, etc.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

Curriculum:

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

Score

1 **2** 3 4

Teachers have the autonomy to use the curriculum that best fits their needs; however, ACCA is working towards alignment and working backwards to focus on the skills students' need to possess at the end of the course and for future studies
There is evidence of emerging proficiency in curriculum development and skill alignment with the use of GAINS and Network pacing guides
ACCA is working towards establishing a more aligned and rigorous curriculum that create balance for diverse learners and integrates SEL into the delivery of instruction
ACCA is working on a process to examine curriculum regularly, using a cycle that supports transparency and teacher leadership

Guide for Curriculum

- ○ ■ **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - ■ Focus so units can be adequately addressed in the time available.
  - ■ Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- ○ **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - ■ Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- ○ **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - ■ Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- ○ **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - ■ Diverse learners to demonstrate core knowledge and skills.
  - ■ English Learners to develop academic language to demonstrate mastery.
    - ■ Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
    - ■ Understand research and implement programs to develop native language literacy for English learners.
  - ■ Advanced learners to extend core knowledge and skills.
- ○ **Integrate academic and social emotional learning.**
- ○ **Connection to real world, authentic application of learning. For example,**
  - ■ Provide opportunities for meaningful project-based learning.

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

Evidence, Measures, and Standards

Instructional Materials:

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

Score

1 **2** 3 4

> Teachers have the autonomy to use the curriculum that best fits their needs; however, ACCA is working towards alignment and working backwards to focus on the skills students' need to possess at the end of the course and for future studies
> There is evidence of emerging proficiency in curriculum development and skill alignment with the use of GAINS and Network pacing guides
> ACCA is working towards establishing a more aligned and rigorous curriculum that create balance for diverse learners and integrates SEL into the delivery of instruction
> ACCA is working on a process to examine curriculum regularly, using a cycle that supports transparency and teacher leadership
> Instructional materials are often teacher created or developed
> We are using Pearson for Social Studies, ELA, Math and Spanish (Pilot). These resources have an online component and gives students access to texts that align with the content being taught
> Math and ELA uses IXL for online, individualized learning for students
> Although free, ELA and Social Science teachers are using Khan Academy for independent student learning
> There is a wealth of technology that could be used to support student learning and acquisition; however, there could be more professional development on how technology could be infused into daily instruction

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Universal Design for Learning Guidelines 2.0 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)	

Rigorous Student Tasks:

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

Score

1 **2** 3 4

> ACCA 5 Essentials 2016/17
> English Instruction - Weak
> Quality of Student Discussion - Very Weak
> "Teachers ask difficult questions in class" 34% Never to Once in a While 66% Most of the Time to All the Time
> "Teachers ask difficult questions on tests" 35% Never to Once in a While 65% Most of the Time to All the Time
> "This class requires me to work hard to do well" 76% Most of the Time to All the Time
> "Teachers want us to be become better thinkers, not just memorize" 89% Most of the Time to All the Time.
>
> These 5 Essential scores are matched by our Instructional Rounds and Network observation feedback.
>
> Based on this data, learning from adult work and looking at student work protocols are needed to fully gage student progress and assess adult work with regards to planning and preparation.

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:

Score

1 2 **3** 4

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)

> VISION
> Within our safe and supportive environment Austin College and Career Academy fosters a rigorous culture of learning focused on preparing students for postsecondary success.
>
> 91.4% Seniors completed 3 or more college applications
> 82.8% Seniors applied to at least 1 match college
> 98.3% Seniors have been accepted to at least one college (2 or 4 year)
> 46.6% Seniors have been accepted to at least one 4-year college
> 87.9% Seniors completed at least one net pricecalculator (for any school)
> Students have atteneed 8 college tours
>
> 9th-12th grade students utilize Naviance to set goals
> We are currently working towards using GAINS assessment data to hone in the skills students need to show mastery. Using that data helps with the development of the college preparatory curriculum and organizes skill sets to create alignment of course in both the STEM and Humanities Departments

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.

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

Evidence, Measures, and Standards

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

Student Assessment - "Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary." EVIDENCE Gains 3/8 – Vocabulary 31% 9th - 41% - 10th – 50% 11th

"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."
5E – "teachers ask challenging questions – 34% student report Never to once in a while
5E – "teachers ask challenging questions on tests." 36% Students report never to once in a while.
5E – "this class challenges me" 34% students report never to once in a while.

Most recently, ACCA has broken teachers into two collaborative teams: Humanities and STEM. Within those teams, teachers have been working to look at assessment data and plan based on student performance. As a school, we have identified student-to-student discourse/academic language and evidence based reading and writing. Our SMART goals are as follows:

By the end of the 2018 (2019) school year, with the use of evidence based writing and discussion strategies in all content areas in 80% of classrooms by EOY, student learning will show a growth increase of at least 40 points, as evidenced by 2018 PSAT/SAT.

By the end of the 2018 (2019) school year, with the use of commonly planned unit/lessons that include writing and discussion strategies in 80% of instructional plans by EOY, student learning will show a growth increase of at least points, as evidenced by the PSAT/SAT. An emphasis will be placed on student to student discourse and evidence based reading and writing in all content areas.

The goal is to move towards fully using data to inform practice, gage student outcomes and foster student ownership of learning.

Guide for Instruction

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING
✓ CPS Framework for Teaching with Critical Attributes
✓ CPS Framework for Teaching Professional Learning Modules
✓ CPS Framework for Teaching Professional Learning Opportunities
✓ Special Education Addendum
✓ English Language Learner Addendum

CPS SCHOOL EXCELLENCE FRAMEWORK   10

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

The team uses various assessment from teacher made to district mandated.
Emerging use of of GAINS, but translating data into classroom interventions and material curriculum is not evident.
Working towards a cycle of learning where teacher created assessments are used at the five week interval and GAINS are used at week 10 to assess the need for re-engagement. The assessment provides context for the revision of the next unit and how to unpack and re-engage students with skills that need further development or differentiation in method of teaching.
Students are assessed daily using exit tickets and exit strategies

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:

Score

1   2   **3**   4

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.

Grade Level on Track-Track team leaders consistently monitor on-track rates, meet with faculty and students to review data and discuss trends.
FOT Week 25 70% On-Track
SOT Week 25 78% On-Track

Week 25 At-Risk Interventions Across Grade Levels
24 Academic Interventions
55 Attendance and Academic Interventions
21 Attendance Interventions
15 No Interventions

Our approach to MTSS is strong in the area of Attendance Interventions. Tier Two and Three academic supports need

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

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

> 5E Data reports:
> Teachers Report That Other Teachers In The School 37% most or nearly all
> Take Responsibility For Improving The School 30% most or nearly all
> Feel Responsible That All Students Learn 52% most or nearly all

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

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

> Trust is present among the school. However, there is more activities needed to continue to build trust. We must present an open mind for all staff members.
> 5E- Teachers In This School Trust Each Other 71%
> 5E - It's OK In This School To Discuss Feelings, Worries, And Frustrations With Other Teachers. 76% Strongly agree and agree
> 5E- Teachers Respect Other Teachers Who Take The Lead In School Improvement Efforts 90% Stongly agree and agree
> 5E - Teachers At This School Respect Those Colleagues Who Are Experts At Their Craft. 90% Strongly agree or agree
> 5E- Teachers Feel Respected By Other Teachers 90% agree or strongly agree

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

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

There is a student that holds a seat on the LSC
There is a student council
There are 14 active student ambassadors
Students are meeting during homeroom and Action Teams where they share insight on school improvement, academics, civic responsibilty and community engagement

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
  - **Become informed voters and participants in the electoral process**
    - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
    - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
    - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
  - **Engage in discussions about current and controversial issues**.
    - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
    - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
    - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
  - **Explore their identities and beliefs**
    - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
    - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
    - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
  - **Exercise student voice**
    - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
    - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
    - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
    - Authentically **interact with civics leaders**
    - Students learn about community, city, state, and national civic leaders and their roles in civil society.
    - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
  - **Engage with their community**
    - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause
  - **Take informed action** where they work together to propose and advocate for solutions.
    - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
    - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
  - Experience a **Schoolwide civics cultur**
    - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
    - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
    - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
    - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1   2   **3**   4

There is Dean of Discipline that adheres to the student code of conduct
The security team works on an organized schedule that supports students in all areas of the building
5E - Students Report How Safe They Feel:
Outside Around The School? 38% mostly safe and very safe
Traveling Between Home And School? 46% mostly safe and very safe
In Their Classes 82% mostly safe and very safe

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

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.

Student discipline is based on the student code of conduct
Restorative practices are always the first step
Specific Responsibilities for Classroom Teachers:
Establish, clearly post, teach and model classroom expectations.
Maintain consistent communication regarding both positive and negative behavior
through the following outlets:
With the student through Restorative Conversations
The School Staff through Verify Student Logger
Parents and Guardians through weekly phone calls home or in school
conferences.
Strive to maintain a three to one ratio of positive to negative reinforcement and
language towards students within the school environment.
Organize Parent/Guardian Conferences
Develop Re-entry plans for students with recurring misbehaviors
Specific Responsibilities for the Dean of Students
Respond to Level 2 and 3 referrals within 24 hours.
Support Parent/Guardian Conferences: with students, parents, administrators and classroom teachers.
Assign and manage ISS.
Ensure that students fulfill consequences issued to them by the Dean's Office.
Work with counselors and clinicians to refer "frequent flyers" for additional behavioral and social-emotional supports.
Integrate and implement restorative justice practices with students.
Maintain consistent communication regarding outcomes and consequences of referrals with teachers and staff.
Strive to maintain a three to one ratio of positive to negative reinforcement and language towards students within the school environment.
Specific Responsibilities for Security Staff
Fulfill duties associated with the rotating assignments as part of the school's comprehensive security plan; maintain an orderly post and remain at the post at all times unless otherwise directed by a supervisor
Actively and Proactively respond to incidents, fights or other issues in the school that threaten the safety of students, staff, and/or guests
Fulfill duties assigned related to Hall Sweeps
Report unusual activity or suspicions of safety issues to the Security Supervisor or administration in a timely fashion.
As assigned, monitor the student entry and dismissal process to ensure safety
Build positive and professional relationships with students and leverage those relationships to establish and maintain productive and safe learning environments and common areas of the building
Lead efforts to de-escalate inappropriate student behaviors and assist students with maximizing their time on task in classrooms
Support classroom with substitutes and guest teachers.

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:

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.

Score

1 **2** 3 4

> There is an active Parent Advisory Council
> Parents are welcome to meet with teachers, staff, Dean or Admin
> Parents contribute to LSC
> Parents are allowed to shadow students in classes or follow a student's program to understand the learning environment and/or support student behavior plans and reengagement
> Parent Influence On Decision Making In Schools:
> On Average, % Of Teachers At ACC Academy Responded Favorably To Questions Related To Parent Influence On Decision Making In Schools. • Based On A Comparison To The Benchmark, An MScore Of 66 Means That VOISE Academy High School Is Strong On This Measure.

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	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	**3**	4	5	⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	**1**	2	3	4	5	⊘
2	Expectations for depth & breadth of 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: Parent and Family Partnership	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	**5**	⊘
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	**4**	5	⊘
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	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘

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

Goals

Required metrics (Highschool)   17 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
Austin College and Career Academy completed the 2017 CPS 5Essentials Survey in 2017. The results of these surveys at indicate that Austin Collegeand Career Acad is not yet organized for improvement. Each of the Essentials provides a different lens into the organizational and learning conditions at Austin College and Career Acad and provides guidance on how a school can organize its work: Ambitious Instruction: Classes are challenging and engaging. Weak Effective Leaders: Principals And Teachers Implement A Shared Vision For Success. Weak Collaborative Teachers: Teachers Collaborate To Promote Professional Growth. Weak Involved Families: The Entire Staff Builds Strong External Relationships. Weak Supportive Environment: The School Is Safe, Demanding, And Supportive. Weak	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
PSAT 9 Annual Growth Measure					
In order to achieve a 2+ on the SQRP for SY18-19 school year (and beyond) and to maintain the level 2+ or higher moving forward, ACCA needs to achieve at least 45.00 as a growth target for PSAT 9.	*(Blank)*	8.00	45.00	45.00	47.00
PSAT 10 Annual Growth Measure					
In order to achieve a 2+ on the SQRP for SY18-19 school year (and beyond) and to maintain the level 2+ or higher moving forward, ACCA needs to achieve at least 42.00 as a growth target for PSAT 10.	*(Blank)*	*(Blank)*	42.00	42.00	45.00
SAT Annual Growth Measure					
In order to achieve a 2+ on the SQRP for SY18-19 school year (and beyond) and to maintain the level 2+ or higher moving forward, ACCA needs to achieve at least 30.00 as a growth target for SAT.	*(Blank)*	19.00	30.00	30.00	32.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
In order to achieve a 2+ on the SQRP for SY18-19 school year (and beyond) and to maintain the level 2+ or higher moving forward, ACCA needs to achieve at least 30.00 as a growth target for SAT and create a system for balanced assessment that will support continuous growth measures.	*(Blank)*	*(Blank)*	30.00	30.00	32.00
African-American School Growth Percentile SAT11					
ACCA has a student population of 95.9% AA. In order to achieve a 2+ on the SQRP for SY18-19 school year (and beyond) and to maintain the level 2+ or higher moving forward, ACCA needs to achieve at least 30.00 as a growth target for SAT.	*(Blank)*	*(Blank)*	30.00	30.00	32.00
Hispanic School Growth Percentile SAT11					
ACCA has a student population of 2.7% Hispanic. In order to achieve a 2+ on the SQRP for SY18-19 school year (and beyond) and to maintain the level 2+ or higher moving forward, ACCA needs to achieve at least 30.00 as a growth target for SAT.	*(Blank)*	*(Blank)*	30.00	30.00	32.00

English Learner School Growth Percentile SAT11

ACCA has a student population of 2.7% Hispanic. In order to achieve a 2+ on the SQRP for SY18-19 school year (and beyond) and to maintain the level 2+ or higher moving forward, ACCA needs to achieve at least 10.00 as a growth target for SAT.	*(Blank)*	*(Blank)*	10.00	10.00	10.00

Diverse Learner School Growth Percentile SAT11

ACCA has a DL population of 27.6%. All DL students have modified testing settings that offers them the least restrictive environment for testing and classroom accommodations. In order to achieve a 2+ on the SQRP we need to support those students with the skills necessary to obtain at least 10.00 as a growth target for SAT.	*(Blank)*	*(Blank)*	10.00	10.00	12.00

Percent Meeting College Readiness Benchmarks

We currently have 4% of students meeting college readiness benchmarks. This is partially based on not meeting the 95% thresh hold for 10th grade students. We were able to meet that for SY18 and the goal is to double the number of students meeting college readiness benchmarks with the help of Khan Academy, a college prep curriculum design and balanced assessments that support teaching alignment to student mastery of the skills and standards.	*(Blank)*	4.00	8.00	8.00	10.00

Early College and Career Credentials Rate

Students have CTE Pre-Engineering NIMS certifications. We have added a dual credit business course and expect to add dual credit math in the fall.	4.00	25.00	25.00	25.00	27.00

Freshmen On-Track Rate

We had a 91% FOT rate at the semester mark for SY18. The goal it maintain the 91% and ultimately achieve 100% with-in 2 years. This will be done with the use of Grade Level Teams, a master schedule that provides teacher collaboration time, an early release and informed Adademic Department Chairs	55.00	70.00	90.00	95.00	100.00

4-Year Cohort Graduation Rate

ACCA will develop systems and structures cultivate academic, attendance and behavioral supports for our students that are identified as at-risk.	74.00	73.00	75.00	78.00	83.00

1-Year Dropout Rate

ACCA has worked diligently to implement academic intervention meetings and leveraged our vendors to decrease the dropout-rate through identification, monitoring, and supporting of our at-risk students.	7.00	4.00	4.50	4.00	3.00

College Enrollment Rate

ACCA continues to develop its college going culture by providing students with college tours, college mentoring, college and career curriculum, individual academic intervention meetings and grade-level meetings.	40.00	43.00	50.00	55.00	57.00

College Persistence Rate

ACCA will implement vertically aligned curriculums across all content areas that will enhance student capacity and build stamina to ensure college readiness.	47.00	50.00	45.00	49.00	53.00

Average Daily Attendance Rate

ACCA has developed strategies to improve attendance over the course of the year and we will examine the effectiveness of our work to ensure that students feel like they belong and enjoy coming to school. This year we saw a .5% increase in student attendance.	81.00	86.00	89.00	90.00	92.00

Custom metrics   0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
To address our incoming Freshmen reading deficits we will invest in leveled texts to support the material curriculum for our Reading elective course, assess all 9th-grade students fluency and comprehension skills during our Freshmen Connection July 30th to August ___ using the BRI and strategically program students into leveled reading intervention courses.	Reading intervention courses structured to address student skill deficits and students applying their new reading strategies across all courses and standardized tests. In addition to the ELA team making data-informed placement decisions for future honors and AP courses.	Overall growth among the freshmen class in the areas of Freshmen on Track to 90% or above, GAINS Assessment data from the BOY, MOY and EOY, at least 45.00 as a growth target for PSAT 9 and have 8% of students meeting college readiness benchmarks

Tags:
Reading, Baseline data, Agency,authority identity, Freshmen conection

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Apply for FC through the CPS Office of College and Career Success	Reynolds	Apr 19, 2018 to Apr 23, 2018	Completed

Freshman on-track, Freshmen conection

Action step	Responsible	Timeframe	Status
Research and purchase classroom set of high interest / low skill level texts to support the material curriculum of the reading intervention elective.	Morris Harper-Reynolds	select	Not started

Academic interventions, Academic gains, 1 guided reading

Action step	Responsible	Timeframe	Status
Communication and recruitment plan for incoming 9th-grade students to attend FC. (The more students we have enrolled in FC the more we can assess and confidently program into the correct reading course.)	FC Lead and Admin	Jun 13, 2018 to Jun 20, 2018	On-Track

Freshman on-track, Recruitment, Freshman connection

Action step	Responsible	Timeframe	Status
Determine who will administer the assessments while planning the structure and schedule of FC to embed a schedule for the pullout sessions as necessary to administer the BRI.	Morris Stout	Jul 2, 2018 to Jul 27, 2018	On-Track

Assessment, Freshman on-track, Reading, Freshman connection

Action step	Responsible	Timeframe	Status
Organize the assessment data in a Google Sheet, tier students based on results, share student groups with scheduling programmer to ensure students are scheduled into intervention or elective reading course.	Morris	Jul 2, 2018 to Aug 10, 2018	Not started

Assessment, Scheduling, Reading

Action step	Responsible	Timeframe	Status
With the assistance of the Reading teacher, who will be provided a substitute teacher for two full days, and the Case Manager administer a second and third round of BRI pull-out sessions at Week 20 and Week 40 to accurate progress monitoring data.	Morris Surderski	Sep 3, 2018 to Oct 12, 2018	Not started

Assessment, Progress monitoring, Reading

Communicate a plan, which includes who is responsible to administer the BRI to every 9th-grade student, that transfers into ACCA after the start of the school year to ensure our reading courses are assigned with fidelity.	Reading/ELA Teacher, Testing Coordinator	Aug 27, 2018 to Aug 31, 2018	Not started

Assessment, Freshman on-track, Reading

Strategy 2

If we do...	...then we see...	...which leads to...
Provide professional learning workshops on how to plan instructional units using the Universal Backwards Design method, including effective summative goals and how to use formative assessments using skill-based questions stems Such AS to prepare students to reach those goals, frontload the approach in our last days of SY 2018, and continue workshopping the approach during the first week back where departments are working together in collaboration to build their initial Units for the first five weeks of instruction SY 2018/19	A consistent approach to instructional planning across grade level and content areas that use skill-based formative and summative assessment to inform instruction. Resulting in units of instruction developed to strategically address our students skill deficits and provide consistent curriculum-based measurements that will inform our practice, drive department meeting discussions around MTSS and collaborative interventions.	Overall growth among the sophomore and junior class in the following assessments: GAINS Assessment data from the BOY, MOY and EOY, at least 42.00 for PSAT 10 and at least 30.00 for SAT.

Tags:
Data driven instruction, Vertically aligned, Aligned assessments, Student work protocol, Data review protocol, Aligned curriculum

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

Action step	Responsible	Timeframe	Status
Develop our Vertical Alignment and Pacing Guides across all core content, based on data derived from our GAINS and PSAT data prior to the end of the school year 2018.	Network ISL, ADCs and Teacher Leaders	Jul 2, 2018 to Feb 28, 2019	On-Track

Assessment, Instruction, Pacing guide

Fund teacher meeting during summer 2018 to align curriculum vertically it could cause teacher-to teacher discourse. This will lead to content development where certain skills will be assessed.	Admin	Jun 30, 2018 to Aug 31, 2018	On-Track

Planning, Collaboration, Teacher capacity, Alignment

Collaborate with Network ISL to develop professional learning plan to support all departments build their capacity to plan units using the Universale Backwards Design approach.	Network ISL, ADCs	Jun 30, 2018 to Jun 30, 2019	On-Track

Planning, Backwards design

Strategy 3

If we do...	...then we see...	...which leads to...
Empowering teacher teams calendar outlined with ten-week goals and 5-week benchmarks before the start of the 2018/19 SY, align those calendars with the ILT calendar for a cohesive approach to implementing data-informed curriculum and instruction.	Increased clear communication across departments consistent implementation of protocols for reviewing student work and assessment data.	Data-informed planning, better preparation for standardized assessments and a common language among faculty regarding student growth and achievement.

Tags:
Shared leadership, Student work protocol, Data review protocol, Leadership of grade levels, Academic achievement, Leadership alignment to school mission and vision, Department chairs

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Send Success Coordinator to NCS Leading Professional Learning Communities training, July 9th-12th	Lambert Sevener Stout	Jul 9, 2018 to Jul 12, 2018	On-Track

On track, Leadership and collective responsibility

Action step	Responsible	Timeframe	Status
Create team meeting calendar with outlined ten-week goals and 5-week benchmarks that includes skill pacing guides, planning sessions, student work and assessment reviews and standardized test schedule before the start of the 2018/19 SY.	Reynolds ISL ILT	Jul 2, 2018 to Jul 13, 2018	Not started

Assessment, Planning, Benchmark assessment

Action step	Responsible	Timeframe	Status
Communicate planning calendar with all faculty with clearly outlined 10-week goals and 5-week benchmarks.	Admin	Aug 28, 2018 to Aug 31, 2018	On-Track

Strategy 4

If we do...	...then we see...	...which leads to...
Develop a modified Wednesday schedule supported by a curriculum which includes, Homeroom, Action Teams and Stakeholder Collaborative Learning and Information Meetings.	A more significant sense of connection, belonging, purpose and relational trust.	Increased student attendance above 90%, FOT and SOT above 90%, and 5E data in Student to Teacher Relational Trust from Neutral to Strong.

Tags:

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Research and select and allocate funds for an Advisory Curriculum	(Blank)	select	Behind
Identify one staff member to manage the materials and support teachers in implementing Advisory Curriculum across all grade levels.	Admin	Jun 30, 2018 to Jul 13, 2018	Not started

Curriculum Design, Leadership, Advisory

Action step	Responsible	Timeframe	Status
Map-out Wednesday Staff Development Calendar to include professional learning, school planning and information sessions, and restorative healing sessions.	McIlrath RP Coach	Jun 30, 2018 to Aug 2, 2018	Not started

Professional development, Planning

Action step	Responsible	Timeframe	Status
Collaborate with N3 ISL to plan and prepare professional learning units in the area of Universal Backwards Design, Creating Formative Assessments that Inform Daily Instruction, Writing Skill Based Questions, Progress Monitoring and differentiation in ELA	ISL, ADCs, Admin	Jun 30, 2018 to Dec 28, 2018	On-Track

Assessment, Ela, Planning, Collaboration

Action step	Responsible	Timeframe	Status
Collaborate with N3 ISL to plan and prepare professional learning units in the area of Universal Backwards Design, Creating Formative Assessments that Inform Daily Instruction, Writing Skill Based Questions, Progress Monitoring and differentiation in Math	ISL, ADCs, Admin	Jun 30, 2018 to Jun 28, 2019	Not started

Math, Curriculum Design, Planning, Asessment

Strategy 5

If we do...	...then we see...	...which leads to...
Consult with an RP Coach to develop and approve a two-part plan to incorporate Restorative practices. The RP coach will work with staff and administrators input to determine proactive disciplinary strategies to integrate into classrooms/school building (restorative classroom management techniques).	An improved culture and climate in the school building, students more positively motivated and invested in their school, improved student-student as well as student-staff relationships.	Within Dashboard we will reduce the number students with multiple misconducts, decrease the need for In-School Suspension and increase Constructive Restorative Practices.

Tags:
Restorative approaches, Management, Discipline

Area(s) of focus:
5

Action step	Responsible	Timeframe	Status
Create a multi-tier referral process and intervention team to address disciplinary/social-emotional issues with students through restorative processes.	Climate and Culture Specialist	May 30, 2018 to Aug 31, 2018	On-Track

Intervention, SEL, Restroative coaching

Institute for Nonviolence will work collaboratively with the Discipline Team to conduct restorative conversations and peace circles for level 1 and 2 infractions.	Dean of Students Network SEL Coach	Jun 1, 2018 to Jun 30, 2019	On-Track

Restorative approaches, Interventions, Collaboration, Discipline

Identify a team leader to work with Netwrok SEL Coach and reestablish Behavioral Health Team meetings bi-weekly to support Tier Two and Three interventions.	Dean of Students, BHT, MTSS Lead	Jul 1, 2018 to Jun 30, 2020	Not started

MTSS, Interventions, Coaching, Behavioral health

Provide professional development with the Office of Social Emotional Learning for BHT team leader in facilitating and effective multi-tier system of support.	Dean of Students, BHT, MTSS Lead	Jun 30, 2018 to Dec 21, 2018	On-Track

SEL, Professional developoment, Behavioral health

Action Plan

Strategy 1

COMPLETED Apply for FC through the CPS Office of College and Career Success"

Apr 19, 2018 to Apr 23, 2018 - Reynolds

Status history

May 4

COMPLETED May 04, 2018
Evidence
Application Completed in Google Drive w/ receipt

NOT STARTED

Research and purchase classroom set of high interest / low skill level texts to support the material curriculum of the reading intervention elective."

- Morris Harper-Reynolds

Status history

May 4

NOT STARTED   May 04, 2018
                Evidence
                Purchase orders and classroom libraries

ON-TRACK

Communication and recruitment plan for incoming 9th-grade students to attend FC. (The more students we have enrolled in FC the more we can assess and confidently program into the correct reading course.)"

Jun 13, 2018 to Jun 20, 2018 - FC Lead and Admin

Status history

May 4

ON-TRACK   May 04, 2018
             Evidence
             Completed plan and sign-in sheets

ON-TRACK

Determine who will administer the assessments while planning the structure and schedule of FC to embed a schedule for the pullout sessions as necessary to administer the BRI."

Jul 02, 2018 to Jul 27, 2018 - Morris Stout

Status history

May 4

ON-TRACK   May 04, 2018
             Evidence
             Completed assessments for baseline sharing and adjustment to scheduled courses

NOT STARTED

Organize the assessment data in a Google Sheet, tier students based on results, share student groups with scheduling programmer to ensure students are scheduled into intervention or elective reading course."

Jul 02, 2018 to Aug 10, 2018 - Morris

Status history

May 4

NOT STARTED   May 04, 2018
                Evidence
                Student modified schedules

NOT STARTED

With the assistance of the Reading teacher, who will be provided a substitute teacher for two full days, and the Case Manager administer a second and third round of BRI pull-out sessions at Week 20 and Week 40 to accurate progress monitoring data."

Sep 03, 2018 to Oct 12, 2018 - Morris Surderski

Status history

May 4

NOT STARTED | May 04, 2018
Evidence
Student assessment data

NOT STARTED

Communicate a plan, which includes who is responsible to administer the BRI to every 9th-grade student, that transfers into ACCA after the start of the school year to ensure our reading courses are assigned with fidelity."

Aug 27, 2018 to Aug 31, 2018 - Reading/ELA Teacher, Testing Coordinator

Status history

May 4

NOT STARTED | May 04, 2018
Evidence
Sign in sheets and transfer logs (student files)

Strategy 2

ON-TRACK

Develop our Vertical Alignment and Pacing Guides across all core content, based on data derived from our GAINS and PSAT data prior to the end of the school year 2018."

Jul 02, 2018 to Feb 28, 2019 - Network ISL, ADCs and Teacher Leaders

Status history

May 4

ON-TRACK | May 04, 2018
Evidence
Semester 1 Review and Cycle Work

ON-TRACK

Fund teacher meeting during summer 2018 to align curriculum vertically it could cause teacher-to teacher discourse. This will lead to content development where certain skills will be assessed."

Jun 30, 2018 to Aug 31, 2018 - Admin

Status history

May 4

ON-TRACK | May 04, 2018
Evidence
Funds in SY18-19 Budget

ON-TRACK

Collaborate with Network ISL to develop professional learning plan to support all departments build their capacity to plan units using the Universale Backwards Design approach."

Jun 30, 2018 to Jun 30, 2019 - Network ISL, ADCs

Status history

May 4

ON-TRACK | May 04, 2018
Evidence

Strategy 3

ON-TRACK Send Success Coordinator to NCS Leading Professional Learning Communities training, July 9th-12th"

Jul 09, 2018 to Jul 12, 2018 - Lambert Sevener Stout

Status history

May 4

ON-TRACK May 04, 2018
Evidence
Completion certificate and train the trainer PD

NOT STARTED

Create team meeting calendar with outlined ten-week goals and 5-week benchmarks that includes skill pacing guides, planning sessions, student work and assessment reviews and standardized test schedule before the start of the 2018/19 SY."

Jul 02, 2018 to Jul 13, 2018 - Reynolds ISL ILT

Status history
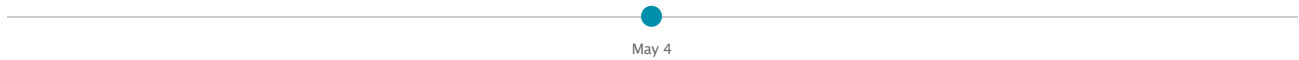
May 4

NOT STARTED May 04, 2018
Evidence
Shared project calendar and google feedback doc shared with stakeholders

ON-TRACK Communicate planning calendar with all faculty with clearly outlined 10-week goals and 5-week benchmarks."

Aug 28, 2018 to Aug 31, 2018 - Admin

Status history

May 4

ON-TRACK May 04, 2018
Evidence
Shared project calendar and google feedback doc shared with stakeholders

Strategy 4

BEHIND Research and select and allocate funds for an Advisory Curriculum"

-

Status history

May 4

BEHIND May 04, 2018
Problem
Root Cause
Next steps

NOT STARTED Identify one staff member to manage the materials and support teachers in implementing Advisory Curriculum across all grade levels."

Jun 30, 2018 to Jul 13, 2018 - Admin

Status history

May 4

NOT STARTED May 04, 2018
Evidence

NOT STARTED

Map-out Wednesday Staff Development Calendar to include professional learning, school planning and information sessions, and restorative healing sessions."

Jun 30, 2018 to Aug 02, 2018 - McIlrath RP Coach

Status history

May 4

NOT STARTED May 04, 2018
Evidence

ON-TRACK

Collaborate with N3 ISL to plan and prepare professional learning units in the area of Universal Backwards Design, Creating Formative Assessments that Inform Daily Instruction, Writing Skill Based Questions, Progress Monitoring and differentiation in ELA"

Jun 30, 2018 to Dec 28, 2018 - ISL, ADCs, Admin

Status history

May 4

ON-TRACK May 04, 2018
Evidence

NOT STARTED

Collaborate with N3 ISL to plan and prepare professional learning units in the area of Universal Backwards Design, Creating Formative Assessments that Inform Daily Instruction, Writing Skill Based Questions, Progress Monitoring and differentiation in Math"

Jun 30, 2018 to Jun 28, 2019 - ISL, ADCs, Admin

Status history

May 4

NOT STARTED May 04, 2018
Evidence

Strategy 5

ON-TRACK

Create a multi-tier referral process and intervention team to address disciplinary/social-emotional issues with students through restorative processes."

May 30, 2018 to Aug 31, 2018 - Climate and Culture Specialist

Status history

May 4

ON-TRACK May 04, 2018
Evidence

ON-TRACK

Institute for Nonviolence will work collaboratively with the Discipline Team to conduct restorative conversations and peace circles for level 1 and 2 infractions."

Jun 01, 2018 to Jun 30, 2019 - Dean of Students Network SEL Coach

Status history

May 4

ON-TRACK   May 04, 2018
Evidence

NOT STARTED

Identify a team leader to work with Netwrok SEL Coach and reestablish Behavioral Health Team meetings bi-weekly to support Tier Two and Three interventions."

Jul 01, 2018 to Jun 30, 2020 - Dean of Students, BHT, MTSS Lead

Status history

May 4

NOT STARTED   May 04, 2018
Evidence

ON-TRACK

Provide professional development with the Office of Social Emotional Learning for BHT team leader in facilitating and effective multi-tier system of support."

Jun 30, 2018 to Dec 21, 2018 - Dean of Students, BHT, MTSS Lead

Status history

May 4

ON-TRACK   May 04, 2018
Evidence

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.

> ACCA's Title I-ESSA Parent Meetings and all related activities will always be centered on parental input and involvement. During these meetings parents will be provided with knowledge about school policies and processes. In collaboration with the school's Senior Leadership Team parents will be empowered to have a voice in the decision making processes involving the school. These decisions will be determined utilizing the following data: assessment (PSAT/SAT), attendance data, Freshman/Sophomore On-Track Rates, Graduation Rates, Post secondary options and successes and student behavior (SCC violations Groups 4-6.)

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

> ACCA's Title I ESSA Annual meetings will be held monthly throughout the school year. Topics discussed in the monthly parent meetings are based upon topics/suggestions selected by the Parent Advisory Council. Parents will receive information regarding school programs and parental activities throughout the school year. Parents will also receive information about activities and programs through mailings, all call messages, Parent Nights, FASFA Nights, and the school's website (accachicago.org). ACCA will hold the Annual Principal Information Meeting on Thursday, September 19, 2018 at 4:30 pm. ACCA will hold it's Annual Organizational Meeting on Thursday, September 19, 2018 at 5:00 pm

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.

> Information is distributed to parents via school wide mailings, quarterly progress reports, parent night/open house events, parent teacher conferences, monthly newsletters and Dean/teacher calls. Information will also be distributed via the Impact Parent Portal and parent conferences. Parents will receive information meetings dates via the school's website. Lastly, parent meetings dates will be displayed on the school's electronic marquee five days prior to the meeting date

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.

> Student data reports are sent home with students after each quarterly assessment. (P)SAT data is shared BOY and EOY via mail from the College Board and via student distribution. Gradebook is also used as a form of communication with parents.

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.

> The Chicago Board of Education will notify the parents of all students enrolled in classes taught by teachers who are deemed to be not "highly qualified". These letters will be mailed to parents.

Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

> Parent meetings such as open houses and parent nights are held throughout the school year to provide parents with information regarding state standards in addition to testing information. Workshops are scheduled during parent nights to provide additional training on core courses and working with teachers. The PAC also works with school vendors to support parents with navigating the process.

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.

The Parent Advisory Council will recruit and invite parents to attend all scheduled and called PAC meetings. School based personnel will invite and encourage parents to attend meetings while conducting home visits and community outreach initiatives. The PAC will distribute information to all parents to encourage them to attend workshops and training sessions scheduled by the PAC. The training and workshops will be determined by the PAC and based upon parent interest and need. The PAC and school personnel invite and encourage parents to attend school sporting events, activities, and participate in school programs."

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.

Professional Developments are scheduled throughout the school year to provide teachers with information and training about Title 1 Part A. During these trainings teachers will receive information regarding parental involvement programs terms and standards. This training will include strategies for building relationships, information regarding difficult conversations, and training on the utilizing the Parent Portal system. Teachers will also receive training on strategies to conduct productive parent conferences.

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.

All parents are encouraged to attend Title 1 PAC meetings and open houses. Parents receive grade level information intended to assist them with assisting their children. This information will include grade and attendance reports, assessment results (PSAT/GAINS suite), school activities and programs, scholarship opportunities, and Service Learning requirements. Parents are also encouraged to attend all Title 1 PAC conferences.

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.

Information in understandable language and uniform formats is posted through-out the school, sent home with students, placed on the school's website, distributed during open houses and parent conference nights, sent to parents in the school newsletter and mailed as needed through-out the school year.

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.)

To provide high quality curriculum and instruction Austin Campus teachers will create unit and lesson plans utilizing the Backward Design format. All units and lesson plans are geared toward moving students across the various score ranges contained in the College Readiness Standards and Common Core State Standards, Teachers are provided data indicating students current ranges (based upon (P)SAT assessments) and provided training on utilizing Common Core State Standards. All teachers are part of a weekly coaching cycle that focuses on Domains 1, 2, and 3 in the CPS Framework for Teaching rubric. In addition to weekly coaching cycles, teachers are provided professional development sessions focused on tiering lessons (based upon interim GAINS assessment data) as well as other instructional best practices.

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.

Parent teacher conferences will be held through-out the year at the request of parents, teachers, and administrative staff. Report Card conferences are held at three different times during the school year (at the end of the 1st quarter, the end of the First Semester, and the end of the 3rd quarter). Report Card conference dates are reflected on the school calendar.

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 quarterly to parents. Teachers are required to maintain parental contact weekly via telephone and/or email. Parents may speak with teachers before school, after-school, and at scheduled times during the school day. Parent conferences for students requiring intense interventions will be held as needed.

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

Teachers are required to maintain parental contact weekly via telephone, google classroom, gradebook and/or email. Evidence of parental contact must be recorded in teacher phone logs and/or student logger. Parents may speak with teachers before school, after-school, and at scheduled times during the school day. Parents can also contact teachers via e-mail utilizing the schools 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 encouraged to volunteer to participate in all school activities (field trips, sporting events, school assemblies, and after-school tutoring sessions). Parents wishing to volunteer at ACCA must complete a Volunteer Packet. This packet can be downloaded from the CPS website or obtained at Central Office. Once a volunteer packet has been issued and approved by CPS Human Resources, and the school Principal, parents are allowed to volunteer in the classrooms and the school year round.

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

Parents are encouraged to support the school in believing that all students can achieve. To that end parents are encouraged to require that their children attend after-school tutoring sessions. Parents can view student grades utilizing the parent portal system and communicate with teachers (via school website) with any concerns regarding student performance. Parents can also download student assignments utilizing the school's website. Parents are notified of student's current attendance percentages and strategies to increase those percentages. Lastly, parents are encouraged to schedule conferences with teachers and counselors to discuss strategies to ensure that all students are performing at high levels. The Senior Leadership Team meets weekly to discuss strategies geared toward meeting the school's key performance indicators (50% students meeting and exceeded expected gains, on track rates, student attendance, and interim assessment growth).

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

Parents will participate in decisions relating to the education of their children by attending PAC meetings, scheduled conferences with teachers, counselors, and administration, attending monthly Parent meetings, via e-mail, and telephone conferences.

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

Students receive weekly progress updates from teachers to inform them of their academic progress. Students receive instruction on how to read academic, attendance, and behavior data, are informed on the areas in which they need improvement, and receive strategies for academic improvement (Remediation Plans). Student attendance percentages are posted monthly to encourage students to take ownership of their daily attendance. Students are aware of incentives based upon maintaining a positive attendance percentage

Parent Budget   Complete

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

As a result of increased parent involvement, students will feel more connected to school as evidenced by improved attendance, achievement and a decrease in disciplinary referrals.

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** | | $ | 224 | .00 |
| | 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. | | | | |

| 53205 | **Refreshments** | | $ | 424 | .00 |
| | Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops. | | | | |

| 54125 | **Consultants** | | $ | Amount | .00 |
| | 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) | | | | |

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

| <p>54205</p>Travel | | | $ | 1000 | .00 |
| | 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. | | | | |

| <p>54565</p>Reimbursements | | | $ | 50 | .00 |
| | 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. | | | | |

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

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

| 55005 | **Furniture and Equipment** | | $ | Amount | .00 |
| | 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. | | | | |