Charles Allen Prosser Career Academy High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/29/2018	CIWP Team Admin	Planning meeting
04/13/2018	CIWP Team	SEF, Framework Prioritization, Goal Setting, Strategies and Action Steps
04/27/2018	CIWP Team	SEF, Framework Prioritization, Goal Setting, Strategies ans
05/01/2018	Jennings, Lahart, Shimon, Tapia	Goal Setting, Strategies and action plan

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

Our goal is to become the premier CTE and IB program in the city, and to meet the needs of our DL and EL students, no matter whether they are part of the IB or CTE programs. To this end, school leadership is distributed to include the voice of staff members. The ILT is a primary example of such, but we need to increase opportunities for teacher leadership. Staff members serve on the MTSS committee, Post-Secondary committee, student activities committees, athletics, and sponsor extracurricular activities. The principal meets with the PPC and PPLC regularly to incorporate shared leadership. We will continue to expand opportunities for leadership and provide training and development to support growth. At Prosser, we have Professional Learning Communities that focus on Teaching and Learning, New Teacher Development, Grading and Assessment Practices, and more. We have four CPS Framework Specialists. Instructional growth areas are aligned to the CPS Framework for Teaching with the goal of growing the instructional capacities of our teachers. Identifying instruction growth areas is informed by building-level REACH evaluation data. We have focused on Questioning and Discussion Techniques, Engaging Students in Learning, Understanding By Design, Agency, Identity, and Authority, and feedback. We recognize as a school that we need to consistently revisit both our mission and vision statements during staff meetings and professional development sessions. We need to publish that vision across the school (hallway posters, etc.) to invest our students.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
  - Consider the demographics of the school community in developing a shared vision.
  - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
  - Consistently use informal and formal opportunities to champion and articulate the vision.
  - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
  - Ensure the school's identity, vision, and mission drive school decisions.
  - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
  - Build shared leadership structures and opportunities for job-embedded leadership training and development.
  - Capitalize on the leadership skills of others.
  - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
  - Master skills associated with large-scale strategic planning processes and implementation of such plans.
  - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**

- Model ambitious goals for teaching and learning for all students, including priority groups.
- Draw from the best available evidence to inform instructional improvement decisions.
  - **Enable staff to focus and prioritize what matters most.**
    - Buffer staff from external distractions to the school's priorities and goals.
    - Limit school improvement goals to a few high leverage activities.
    - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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 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. Every week department chairs share the ILT minutes at department meetings in their own way; this could be done in a more consistent electronic way so that the ILT information being shared is the same school wide.
>
> The ILT engages in discussion and planning of professional learning experiences to target growth areas identified by various sources of data ("slices" of student and adult work, REACH evaluations, SAT Data). This year we have explored the following topics: Understanding by Design, SAT expectations and instructional strategies by score bands, developing identity and agency, adapting and implementing the Explore the Text literacy tool and student feedback. Department chairs led professional learning and engaged in further data analysis during department meetings.
>
> Using data connected to the topics above, we developed multiple cycles of learning to benefit student growth and retool our instruction to focus on literacy skills for the SAT and core planning. Each cycle of learning was driven by SMART goals for teacher and student outcomes. Embedded in the cycles were professional development provided by ILT members, data analysis in the form of learning from adult and student work, strategies for re-engagement, peer review with feedback, peer-peer classroom observations and communication with stakeholders. Many of these activities involved the use of original or modified protocols from National School Reform Faculty.
>
> Faculty needs practice and targeted training with the College Board score reporting portal to use SAT results to better inform their instructional choices.
>
> Through the process, we recognized that we could explore more and varied data sources and that we did not yet have a team that reflects all of our specialty programming. We recognize the need for additional representation on the ILT--particularly in support of a revised mission and vision, as well as DL, PE and Post-Secondary representatives.

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

Although new teachers are mentored by their academic department chairs, they would extremely benefit from the New Teacher Cohort (NTC) PLC from the district. Our CTE department chair has provided the CTE department with support in planning and preparation and aligning the Common Core State Standards to the NOCTI and CTE Employability Standards.

We recognize that if we are to become the premier CTE and IB program in the city, then we must begin to align the academic focuses of both programs and identify ways in which the two could support one another. We presently have common planning time for all departments who meet once a week in TCTs and once for a Department meeting. As we grow more sophisticated in planning and implementing cycles of learning, we would like to protect time to discuss and explore educational philosophy, in addition to shifts in practice. This has been initiated through our Professional Reading PLC. An additional PLC has started to discuss standards-based grading practices and have implemented new approaches to assessment and grading. Deeper discussions around standards-driven instructional planning and using assessment to drive instructional and curricular revision are needed. Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill (National Board Certification, NGSS Pd, National History Day, etc.) but could use support with SAT planning and preparation throughout the year not just the month before the test.

Using SAT data, professional learning was designed to address issues surrounding literacy and skill as organized by SAT score bands. As new best practice strategies are implemented in the classroom building-wide, teachers are given several weeks of safe practice to try and modify their approach. After a period of safe practice, teachers have opportunities to visit classrooms in and out of their departments to see strategies in action.

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

> See master schedule and work organization.

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 Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math	

Expectations for depth & breadth of Student Learning

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

> This year, we have worked to review UbD in the hopes that teachers can better consider the big ideas and body of knowledge it is important to share with their students. The Network pacing guides for Math and ELA have forced teachers to consider their pacing and the NGSS standards have created reflection on curriculum for the Science Department, as well. All of our departments have common planning time and that time is structured in a way that allows course teams to meet, departments to meet and at times horizontal and vertical IB teams to meet. The DL/EL students are now being programmed to receive support in both areas in ELA and we have provided professional learning about WIDA standards and EL supports for the wider faculty. Our IB CP students engage in independent language acquisition of various languages dictated by student interest, and we have expanded our course offerings to include a second year in each fine and performing arts thread. The DL Case Manager is sharing more information with faculty about how to document student progress and facilitate new supports or shifts in programming for DL students. We have implemented ELD from myPerspectives for both EL students, EL/DL students and DL students. We have an Academy Coordinator (current CTE Dept. Chair) in place who has been instrumental in establishing real-world opportunities and supports the CTE instructors in developing and facilitating field experiences for our students. We have re-shaped our four-year scope and sequence for the Spanish courses that honors students' language abilities and we are offering a fourth year of math option in Financial Algebra.

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

This is an area of strength. We have new or relatively new materials for ELA, Mathematics, World Language, Science, Social Science, Music, Cluster programs, CTE. These materials include textbooks (with online components), subscriptions, manipulatives, one-to-one devices, Chromebook carts. Our students all have Sprint devices (either phones, tablets or hotspots) and every teacher has a Chromebook. We have increased our technological resources and our teachers have a basic knowledge of how to use them in their instruction, but we need to increase teacher capacity to innovate their use. Many teachers have and use Google Classroom and other platforms to communicate with students and parents. Teachers are still frustrated in the restrictions in place downloading softwares that could assist in instruction. Unfortunately, we are confined by our infrastructure; we are working to improve standard instructional materials like white boards and lab tables and desks.

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

This is still a process for us. The REACH Framework is pushing people to consider more carefully what they should be doing and how. We regularly examine student work, engaging in peer observations and looking at curricular trends. We have worked to shift practice to ensure that student tasks are universally rigorous and meet student at their need to push growth and learning, but we need to continue this focus. In many cases, general education teachers work in collaboration with Diverse Learning teachers to prepare instruction to meet diverse student needs. We strategically use data to make informed decisions, and this year we engaged in protocols to analyze PSAT/SAT data at the ILT, department and TCT levels. That means focusing on specific data sets and setting goals to establish check-points towards our goals. We create authentic learning opportunities for students, particularly in CTE and through our Arts programming; we could do more in our core classes. We have focused on reading for information and the structure of an argument, and are moving towards a focus on feedback to bouy student agency. We are working towards this being an every classroom every day experience. Most recently, using the LFSW (Learning from Student Work) protocol has provided a guide for TCTs and Departments to discover what students understand and how they are thinking. Core department chairs attend High School summits--this year focusing on student agency, identity and authority--and bring strategies back to their departments following these meetings. The focus of these meetings moving forward will be assessment. With the student at the center of the discussion, teachers use a critical lens to determine the complexity of the task, the expectations of the teacher for the student and provide opportunity for feedback and reflection. A critical mass of students at Prosser are in the IB programme, either DP or CP, and the internal and external assessments for IB and AP exams are literally shipped to authentic audiences beyond the classroom for independent, external evaluation. We have a dedicated part-time College & Career Counselor and use Naviance to support students' work towards their goals in this area. That said, we anticipate summer melt for our graduating seniors and would like to better support their post-secondary success.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

1   2   **3**   4

We do not have a robust freshman orientation program and we are not currently offering Freshman Connection, which we should prioritize, and we do little to orient students who transfer into our building after the start of the school year. We have a dedicated part-time College & Career Counselor and a part-time FOT/SOP Coordinator. All of our students go through sample transcripts and learn what it means to be On Track in their Social Science classes. We have OneGoal, Dual Credit English, Math and Science, JROTC for leadership training and we use and have our students utilize Naviance much more fully each year. We have tripled the Seal of Biliteracy recipients and doubled the number of students taking AP Spanish. The majority of our students receive college credit based on scores of 4 or higher on IB exams and/or receive credit through Dual Credit, AP and/or their CTE pathways (early college and career credit is 78.3%). CTE students take certification exams specific to their fields of study. We recognize a difficulty sustaining African-American males in honors-level coursework from sophomore year to junior year and see them transitioning instead to standard-level coursework junior year. This is a small group, but because it is a small group, we could certainly do more to create supports to keep them in honors-level courses. We have a Post-Secondary Leadership Team that meets every other Thursday to consider concerns in this area and strategize supports. We have virtual learning in place for students in need of credit recovery and/or whose transcripts require original credit at inopportune times.

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

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING

✓ Everything College
✓ CPS Advisory Framework
✓ Preventing college plans from melting away
✓ To & Through Project
✓ Redefining College & Career Readiness
✓ College Scorecard

✓ CPS College Persistence Toolkit
✓ Meaningful Linkages Between Summer Programs, Schools, and Community
✓ From HS to the Future (CCSR, 2006)

CPS SCHOOL EXCELLENCE FRAMEWORK   17

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

Considering the scoring mechanism, some of our students do benefit from high-quality instructional practices all of the time, though this is still a growth area because not all of our students do and/or do not experience this consistently. Over time, our Instructional Leadership Team has worked to engage the whole school community in growing student ownership, student-centered learning, questioning and discussion techniques. We are currently working to develop an in-depth cycle of professional learning around feedback and assessment techniques, and this work will only be effective when students have greater ownership and agency. We have implemented the English Language Development component of myPerspectives for students who are in English Language Learning classes and those materials were opened to Instructional English classes, as well. In addition, we have incorporated Math and ELA GAINS formative assessments, a Spanish language proficiency placement exam, Honors Algebra placement exams, mock exams for AP and IB and worked to do PSAT data analysis through ILT, then department, then course teams in order to better assess students skills and progress through formative assessments. In addition to others, one growth area is in communicating standards-based learning objectives to students so they can articulate what, why and how they are learning and in what context.

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   18

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

We have more than one PLC in the building that has learned about and explored proficiency-based grading and it is hopeful that the new Aspen system will make grading practices more transparent. We have newly implemented GAINS formative assessments in Math and ELA and have a new Scantron machine ordered that will allow for more sophisticated data analysis. We need greater support for students in preparation for SAT. Teachers do not feel universally prepared to prepare students for this. The Math department does bell ringers and practice tests, but this may not be school-wide practice. Khan Academy is one way to prepare students for success, but ideally the 20 hours of Khan Academy should be in addition to coursework, not instead of it. We have just received two years worth of data from ISBE science assessments and need strategies for how to act upon it. Our IB, CTE & AP Coordinators share assessment results at the start of the school year so teachers can use scores for instructional planning. A growth area for us is ensuring "grades are not used as a form of punishment, control, or compliance." We do work in course teams to develop common assessments. Right now, for some people this is a matter of compliance to develop them and we hope that it is only a matter of time to acclimate to collaborative practices and common assessments and to implement with fidelity. As an institution, we offer Tier 2 and 3 interventions for DL and EL students and for Freshman on Track and Sophomore on Pace and are more successful with SEL interventions than academic ones, but Tier 2 and 3 interventions are not routine classroom practices.

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

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

MTSS is a growth area. A random review of intervention logs revealed teachers had not logged any MTSS interventions this year. The MTSS team, which met weekly in the past, is scheduled to meet biweekly, but this does not always happen. While time was set aside for professional learning in this area, there has been professional learning around SEL, but not specifically about MTSS intervention and logging interventions. Teachers have not been reminded to log interventions every five weeks. The BHT is scheduled to meet biweekly, but this does not always happen. MTSS language is neither universally spoken nor understood in the building. We have a dedicated FOT and SOP lead, who is providing one-on-one interventions with the majority of the students categorized as such, though she teaches during one of the lunch periods making access to those students more difficult. We have a strategy with attendance interventions in place, and have a position dedicated to students falling into different attendance cohorts, doing check in/check out with those students categorized at 50% and under. We could and should do a better job communicating with families about resources. Having someone whose job is, at least in part, contacting parents with teachers to assist in Spanish-language translation, would help. The Counseling Department engages in one-on-one and small group targeted SEL interventions.

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

- ○ **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

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Expectations for Quality & Character of School Life   6 of 6 complete

Culture for Learning:

Score

1 **2** 3 4

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.

We continue to develop a growth mindset for teachers and students through professional reading and practice. One way that we do this is through Professional Reading Groups. Staff also utilized a school-wide strategy (EXPLORE the Text) to communicate school-wide literacy goals.

Our CTE program needs individualized professional learning. In previous years, CTE was parceled in with multiple departments depending on prep availability. This led to minimal direct/specialized development geared towards expanding the knowledge base of all CTE teachers. Many teachers in our CTE Department could use support with planning and preparation and aligning the Common Core State Standards to the NOCTI and CTE Employability Standards. Continuing to revisit and practice backward planning approaches (Understanding By Design) can further develop this area. We recognize that if we are to become the premier CTE and IB program in the city, then we must begin to align the academic focuses of both programs and identify ways in which the two could support one another especially with the addition of a new CTE course (Engineering).

There is some level of student self assessment throughout the building, but it is not universal and the depth is varied. Within some curricular programs, there is a strong culture for learning but this varies from program to program. In some IB classrooms, the Learner Profile is prominently posted and expectations are set consistently but we would like to see this across the board. We would like to introduce the MHA Labs skills for success starting in the freshmen year. We hope to continue to use the common areas of our building more to communicate academic and behavior expectations. This is a strength in CTE and Art when it comes to hallways bulletin board displays. In years past, we emphasized Accountable Talk with a focus on 3b practice which increased student ownership and was implemented throughout the building to greater and lesser degrees. Developing academic behaviors and mindsets continues to be a focus for us and we continue to plan PD in these areas for the next two years. We have engaged in Learning From Adult Work and Looking at Student Work protocols in prior years to help hone our instructional practice and assessment. We will continue this growth by continuing to assess strengths and areas of improvement within planning rigorous lessons, student tasks, and assessments.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

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

Relational Trust:

Score

1   2   **3**   4

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.

We have a few small programs that foster mentorship: upperclassmen work actively with underclassmen, and these are successful. We partnered with the Male Mogul Initiative Organization to provide mentorship for African American males. Also a partnership with No Bully was fostered during the 2017-18 school year. Through No Bully, students learn from an evidence based program that leverages student empathy to bring the crisis to an end. The staff participated in professional learning on social and emotional learning. Strategies were introduced to support the integration of social and emotional learning within academic instruction. We have a freshman-on-track/sophomore-on-pace coordinator who works actively with transitioning and struggling students and those students know they have an adult they can turn to when they are in need. Certainly, we have positive student/teacher relationships for the most part in the building and it is our belief that many students believe they are cared for in some way here at Prosser. While Prosser is a open and accepting school, attention to implicit bias can only serve to strengthen the relationships that already exist here. This year, we had two professional learning communities considering bias and culturally proactive teaching; we plan to have PLC reports at the end of this year so that others can know of that work and perhaps be enticed to take it on, as well. We have a group of students called Safe School Ambassadors; they are taking a role in increasing positive student-to-student relationships. Although we have not leveraged these relationships in the best way to deter truancy. We have a strategy with attendance interventions in place, and have a position dedicated to students falling into different attendance cohorts, doing check in/check out with those students categorized at 50% and under. We have struggled in the past to engage diverse families. Our PAC meetings are better attended now than they were in the past. We are still in need of an active BAC (Bilingual Advisory Committee). Our Community Garden helps to establish ties to the larger community, as well as provide a laboratory for our students that is both vibrant and exciting. We would like to set a list of events at the start of the year that families can attend. The school's website is being redesigned to provide stakeholders with access to frequent and current updates regarding the school and its community members. In terms of relational trust, we believe that there is teacher/student trust and student/student trust but we are working on universal adult/adult trust in the building. Adult-led Professional Development has allowed staff to understand the work being done by staff in particular programs (Service Learning, Diverse Learners, IB, OneGoal, etc.).

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested !Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagment
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

> 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 but family and personal responsibilities (part-time job) often prevent their involvement. Prosser tries to increase access to various programs for students, we currently offer Chicago Fire/Police Academy, CTE, IB, AP, JROTC, OneGoal and Dual Credit. We would like to focus our efforts on expanding IB CP and Dual-Credit for students. The Dual-Credit option is available for students in English and Mathematics and our goal this year is to expand our partnership with the City Colleges of Chicago to offer additional dual-credit opportunities in various areas, including CTE Machining and Chemistry. An area of strength for Prosser is extracurricular programming: we have clubs that target many academic and social interests. We attempt to make room for students to have voice, but we need to improve communication to inform students of platforms that are available for student expression. It can be challenging for students to find their channel. We have an IB student council and have now formed a Student Voice council that the LSC student representative sits on as well. While these are outlets for some students, we need to work on ensuring all voices are heard so that students feel invested in their school on a daily basis and not only when certain events occur (Day of Silence, Black History Month, etc.) We have also begun an online literary magazine, which will give students creative voice. CTE and several other teachers have strong connections to outside organizations that bring our students out of the classroom and into the world. An example of this is the new partnership with IBEW for the Renewable Energy Program and our Culinary Arts students relationship with Cooking Up Change. Currently, through specialized programs such as ASM, NHS, Communities United, Steppenwolf Immersion, Chicago Shakespeare Program, IB, JROTC, OneGoal, buildOn and Chicago Farm Lab, many students have strong supports for engagement in service learning. As we transition to new service learning and curricular requirements, it is our goal to provide opportunities for the entire student body to engage with their communities in service learning activities so that is not only a focus in the Civics class (senior year).

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

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

> Generally, our students feel safe in the building. All students and visitors come through metal detectors on their way into the building and their backpacks are x-rayed. We are working on immediate staff wide communication in the case of a school wide emergency issue with the recent nationwide gun violence. All teachers and students receive the CPS Code of Conduct at the start of every school year. The data from the 2016 5 Essentials Survey revealed an interesting point. Even though nearly 1/2 of the students surveyed (42%) said they felt somewhat safe or not safe around the schools and 41% of students surveyed said they felt somewhat safe or not safe traveling home, when surveyed about their feeling on safety inside of the school, 81% of students said they felt safe in the washrooms and and 84% said they felt safe in the school hallways. Many teachers rely on the Culture & Climate office for classroom management issues. Increasing teacher capacity to handle discipline issues within their classroom is an ongoing process. Individual teachers engage in positive behavior supports, but this is not universal practice. Some teachers use Student Logger to record discipline, attendance and behavior records and referrals. We engage in formal Restorative Practice through our Culture & Climate Office, Behavior Health Team meetings, and have a Safe School Ambassadors program. That said, a small cohort of teachers and staff are trained in these protocols and it would benefit our student body and general work environment if all teachers and staff were familiar with them and that would make them more receptive. Behavior expectations are shared class to class but they are not consistent. Many of our teachers do supervise and interact with students in common areas, but again this is not universal. Our students are generally respectful throughout the building and are supported by our strong Security staff. Such is evidenced during transitions in the hallway, student interactions in the classrooms and common areas, as well as their kindness towards each other, particularly their support of students in our diverse learner and cluster programs.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 **2** 3 4

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

The majority of our students are on-track and respond well to our academic, attendance and behavioral expectations. In fact, the district has recognized us with a Supportive Schools designation. The MTSS/BHT Committee meets bi-weekly to discuss student referrals, interventions, and providers. The MTSS/BHT Committee works to balance attention towards academic and SEL interventions that can support the needs of our students. We acknowledge the need to improve communication and follow-up between the MTSS/BHT committee and the school's staff to produce more significant and positive student outcomes. Our Culture & Climate Lead has been building a relationship with students, parents, and staff, but there is a need for more of an instructional focus within the realm of the school's culture and climate. This could be addressed by including a team member with an educational background who could provide classroom management coaching, facilitate professional learning on SEL standards, provide clarity on the distinction between classroom-managed and office-managed behaviors as well as increase overall communication between the staff members the the culture and climate office. Such would lend to more cohesive involvement and participation to foster restorative approaches throughout the school. At the moment, we have teachers who utilize restorative approaches to discipline, but it is not a generalized practice. Teachers were trained to log MTSS interventions for students, but the practice has yet to become consistent and self-managed as well as the use of Student Logger. Exclusionary disciplinary practices are a last resort. Our practitioners facilitate support groups for students, peace circles, restorative conversations, and one-on-one counseling to address areas of concern. The counseling team and the culture and climate team have partnered to create synergy in order to provide a truly restorative environment for students. Again, the need for communication with the school's stakeholders is critical and will remain an area of focus. We will strive to foster inclusiveness and stronger partnerships between teachers and security guards to leverage investment, support, and respect from school community members across the board. All staff members are vested in the positive behaviors of our students.

Guide for Restorative Approaches to Discipline

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

using consistent, restorative processes.

- Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

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

- ✓ CPS Restorative Practice Guide & Toolkit
- ✓ Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 **2** 3 4

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

Our building is welcoming and some parents do visit the building and we routinely provide interpreters (ASL, Spanish and Polish) to facilitate communication. But we recognize that getting families into the building is difficult because of their work schedules. We would like to improve our building displays/decorations to celebrate our family cultures. Our PAC meetings are better attended and we host a Back to School Open House. We do not have a consistent attendance at Report Card Pick Up because of the time (12-6pm) and the reliance on Parent Portal for regular grade checks. We would like to ensure that more of our parents have Parent Portal accounts and check them. We make robocalls and send information letters home in Spanish and English, as well as the use of parent and student emails (often only in English). LSC is active in events at the school.We are still in need of an active Bilingual Advisory Committee. Many teachers are making frequent phone calls home to report on both positive and struggling behaviors; however, this often only happens at the extremes of student behavior and teachers often need a Spanish interpreter. We do not offer sophisticated and robust supports to parents that specifically target their needs, although we have had parent sessions around FAFSA Information Sessions, IB Information Sessions, and we promote the use of Parent Portal at our Report Card Pickups. We invite parents to events (Alumni Band Concert, School Play, etc.) although we recognize that we need to reach out earlier to popularize events. In addition to the daily attendance robocalls, we send attendance nudge letters twice a year in the fall and the spring.

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	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	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: 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: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 **⊘**
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 **⊘**

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	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					
We are interested in overall better participation because it will give us a better understanding of stakeholder attitudes. We need to determine the actual number of respondents in order to set an improved goal. This school year, 72% of teachers and 74% of students completed the 2017-2018 survey. Parent numbers have not yet been tallied. We feel we should have 100% teacher completion and at least 75% for students.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
Using the school scores, it is clear we need to provide focused preparation in order for more students to meet math benchmarks. We need to continue to support student success in meeting ERW benchmarks. We expect to see strong growth in math and ERW.	(Blank)	56.00	60.00	62.00	64.00
PSAT 10 Annual Growth Measure					
Using the school scores, it is clear that we need to provide focused preparation in order for more students to meet math benchmarks. We need to continue to support student success in meeting ERW benchmarks. We expect to see strong growth in math and ERW.	(Blank)	40.00	50.00	55.00	60.00
SAT Annual Growth Measure					
Using the school scores, it is clear that we need to provide focused preparation in order for more students to meet math benchmarks. We need to continue to support student success in meeting ERW benchmarks. We expect to see strong growth in math and ERW.	(Blank)	28.00	34.00	36.00	38.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
Using the school scores, it is clear that we need to provide focused preparation in order for more students to meet math benchmarks. We need to continue to support student success in meeting ERW benchmarks. We expect to see strong growth in math and ERW.	(Blank)	(Blank)	1.00	1.00	1.00
African-American School Growth Percentile SAT11					

	(Blank)	14.00	14.00	15.00	16.00
Using the school scores, it is clear that we need to provide focused preparation in order for more students to meet math benchmarks. We need to continue to support student success in meeting ERW benchmarks. We expect to see strong growth in math and ERW.					

Hispanic School Growth Percentile SAT11

	(Blank)	34.00	34.00	35.00	36.00
Using the school scores, it is clear that we need to provide focused preparation in order for more students to meet math benchmarks. We need to continue to support student success in meeting ERW benchmarks. We expect to see strong growth in math and ERW.					

English Learner School Growth Percentile SAT11

	(Blank)	(Blank)	17.00	17.00	17.00
We are waiting on results. We will update when we have results.					

Diverse Learner School Growth Percentile SAT11

	(Blank)	(Blank)	17.00	17.00	17.00
We are waiting on results. We will update when we have results.					

Percent Meeting College Readiness Benchmarks

	(Blank)	41.00	45.00	49.00	49.00
It is clear that we need to provide focused preparation in order for more students to meet math benchmarks.					

Early College and Career Credentials Rate

	74.00	78.00	78.00	80.00	82.00
We are increasing access to college and career credentials by offering Dual Credit options in English, Mathematics and Science and we have almost doubled the number of students taking AP Spanish. All of our junior and senior level students are either in Career & Technical Education programs or International Baccalaureate coursework which can result in college credits and career credentials.					

Freshmen On-Track Rate

	94.00	95.00	95.00	97.00	97.00
We acknowledge that the FOT rate is a predictor of high school graduation and have an FOT Coordinator, who works closely with transitioning and at risk freshman.					

4-Year Cohort Graduation Rate

	85.00	88.00	89.00	90.00	91.00
This relates back to our FOT numbers and goals, as students who successfully conclude the freshman year tend to finish high school. Our FOT Coordinator currently follows up with sophomores who are struggling to stay on pace, and we also support students through the intervention program, OneGoal, we offer virtual credit recovery in a zero period, and we have a part-time counselor who specializes in post-secondary planning.					

1-Year Dropout Rate

	0.00	0.00	1.50	1.00	0.80
We have great success keeping kids in school and are proud of this. We believe it is important for students to stay in school and graduate and we support our students in doing so. We assist students in transitions when Prosser is not the right fit.					

College Enrollment Rate

	66.00	67.00	70.00	71.00	72.00
We expect conservative growth in this area due to the current economic climate in Illinois and uncertainty about federal financial aid and access to state grants in Illinois.					

College Persistence Rate

	70.00	78.00	78.00	79.00	80.00
This is an area of consistent strength at Prosser, but we only expect conservative growth in this area due to the current economic climate in Illinois and uncertainty about federal financial aid and awards from Illinois state schools.					

Average Daily Attendance Rate

Students cannot learn if they are not in their classrooms. Supporting growth in this area supports growth in every other instructional and persistence goal. We engage in routine attendance goal setting and incentives, and we expect the growth to continue with the support of hiring an attendance interventionist.	89.00	89.00	90.00	91.00	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...
a year-long series of professional learning around standards-based grading practices (in concert with MTSS) and aligned to SAT/CCSS	some additional buy in, shift in mindset, fidelity in common practices	an increase in core pass rate, PSAT/SAT attainment and growth, improved teacher practice in Domain 1E and 3D, and student growth mindset

Tags:
MTSS, Professional development, Reach, Standards based grading, Student centered, Credit recovery, Freshmen on track, Sophomore on pace, Graduation rate

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Change Champion Trainings	Lahart, Stephenson, Cassello, Koutavas	Jul 26, 2018 to Aug 26, 2018	On-Track

#lahart

Identify specific professional learning topics aligned to components 1e and 3d based on data identified teacher areas for growth and plan PL for opening PD days	Sandra Shimon	May 1, 2018 to Aug 22, 2018	On-Track

Professional learning, reach

Embed on-going learning in our professional learning cycles	Sandra Shimon & Alfonso Tapia	May 1, 2018 to Aug 22, 2018	On-Track

Cycles of learning

Revising scope and sequences/pacing guides for all courses ELA and MATH aligned to 1e and 3d	ELA & Math Department Chairs	May 1, 2018 to Jun 19, 2020	On-Track

Pacing guides

Implement Formative Assessments to monitor progress towards established goals	ILT	May 1, 2018 to Jun 19, 2020	On-Track

Formative assessments

Attend the HS Summits and use the train the trainer model for passing on the instructional strategies	Core Department Chairs	May 1, 2018 to Jun 19, 2020	On-Track

Instructional strategies
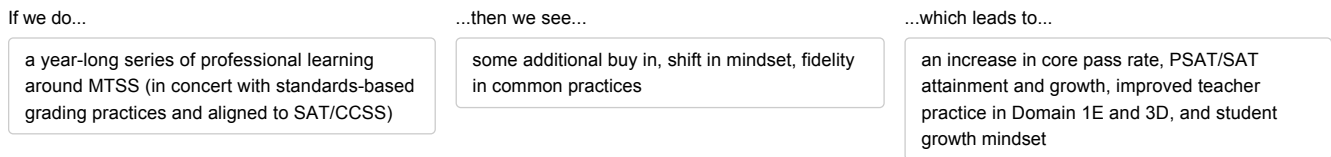
Montior gradebook for grades, categories, timeliness, retakes, common practices and for maximizing functionality	Administration	May 1, 2018 to Jun 19, 2020	Not started

Common practices

Attend the To&Through Institutes and use the train the trainer model for passing on the instructional strategies	Administration, On-Track Coordinator, and College and Career Readiness Counselor	May 1, 2018 to Jun 19, 2020	On-Track

Instructional strategies

Strategy 2

If we do...	...then we see...	...which leads to...
a year-long series of professional learning around MTSS (in concert with standards-based grading practices and aligned to SAT/CCSS)	some additional buy in, shift in mindset, fidelity in common practices	an increase in core pass rate, PSAT/SAT attainment and growth, improved teacher practice in Domain 1E and 3D, and student growth mindset

Tags:
MTSS, Professional development, Reach, Ccss, Freshman on-track, Standards based grading, Credit recovery, Student centered classrooms, Sophomore on pace, Graduation rate, Psat/sat

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Reflect and Revisit the existing structure of the Committee	Dr. Watson	May 1, 2018 to Jun 19, 2020	Not started

MTSS, Reflection, Collaboration

Identify and provide professional learning that increases faculty and staff knowledge of research-based interventions and supports for students, data-collection, progress monitoring, as well as interpreting and validating data.	MTSS Committee	May 1, 2018 to Jun 19, 2020	Not started

MTSS, Professional Learning, Data, Progress monitoring

The MTSS team will meet to coordinate and communicate all efforts to implement MTSS in the school.	MTSS Committee	May 1, 2018 to Jun 19, 2020	Not started

MTSS, Professional Learning, Communication

Collect and analyze school-wide data around MTSS	MTSS Committee	May 1, 2018 to Jun 19, 2020	Not started

MTSS, Data

Review and monitor the effectiveness of the MTSS team.	Dr. Watson	May 1, 2018 to Jun 19, 2020	Not started

MTSS, Reflection, Effectiveness

Develop subcommittees that support the goals of the MTSS committee, i.e. Student Incentives Committee, Student Attendance Committee, Interventions Committee	MTSS Committee	May 1, 2018 to Jun 19, 2020	Behind

MTSS, Attendance interventions, Interventions and supports, Student incentives

Strategy 3

If we do...	...then we see...	...which leads to...
develop a comprehensive marketing strategy that promotes student learning	a community focused on promoting learning and student perseverance	an identity of academic and social emotional success.

Tags:
MTSS, Attendance, SEL, Pac, Post-secondary

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Develop Committee to oversee various aspects of this strategy and develop rhythm for the work: technology, assessment, professional learning, attendance, post-secondary, school culture	Shimon & Tapia	May 1, 2018 to Aug 1, 2018	Not started

Committee

Review and revise mission and vision.	ILT	May 1, 2018 to Jun 1, 2018	Not started

Vision, Mission

Update Website	Dr. Watson & Technology Coordinator	May 1, 2018 to Sep 4, 2018	On-Track

Website

Create & Post School-Wide Messaging around our goals: Attendance, Perseverance, GPA, Post-Secondary, SAT	Admin Team	Sep 3, 2019 to Jun 19, 2020	Not started

School-wide messaging

Professional Learning around 2A: Creating a culture for learning and 3A: Communicating standards-based learning objectives to students	Admin Team, Framework Specialists	Aug 22, 2018 to Jun 20, 2019	Not started

Professional Learning

Culture for Learning-Focused Lesson Planning	Prosser Teachers	Aug 22, 2018 to Jun 19, 2020	Not started

Lesson planning

Messaging on marquee and school tvs and school social media (FB, Twitter, etc.)	Dr. Watson & Technology Coordinator (someone with a Prosser issued Sprint phone)	Jun 15, 2018 to Jun 19, 2020	On-Track

Social media

Continue Student of the Month	Shimon	May 1, 2018 to Jun 19, 2020	Postponed

Student of the month

Establish Culture for Learning Leader of the Month	Admin	Sep 4, 2018 to Jun 19, 2020	Not started

Teacher leader

Organize and Maintain Bulletin Boards (Posting More Student Work in hallways and permanent (semi)	Tapia	May 1, 2018 to Jun 19, 2020	Behind

Bulletin boards

TCT Goals around Culture for Learning	ILT	Aug 22, 2018 to Jun 19, 2020	Not started

Tcts

Update technology and purchase more technology to provide access and equitable learning opportunities to all of out students	Admin	May 1, 2018 to Jun 19, 2020	Not started

Strategy 4

If we do...	...then we see...	...which leads to...
create the position of Conflict Resolution Specialist	a unified approach--utilizing instructional coaching, character education, MTSS/BHT and restorative practices--to Culture & Climate	fewer Student Logger entries for classroom management issues, a greater ratio of positive interactions, appropriate tiered interventions and successful restoration to class following behavior incidents, increased relational trust

Tags:
MTSS, Intervention, Relational trust, Student logger, Prevention, Pbs

Area(s) of focus:
4

Action step	Responsible	Timeframe	Status
Create & Post Position	Dr. Schall	May 1, 2018 to May 18, 2018	On-Track

Budget, Hr

Establish Job Description	Admin Team	May 1, 2018 to May 31, 2018	On-Track

Job description

Interview Candidates & Hire	Admin Team	May 7, 2018 to Jun 22, 2018	Not started

Host Planning Retreats	Admin Team	Aug 29, 2018 to Aug 29, 2018	Not started

Planning

Schedule Information Sessions with Faculty & Staff	Conflict Resolution Specialist	Aug 20, 2018 to Aug 25, 2018	Not started

Professional Learning, Conflict resolution

Conduct Needs Assessment & Establish Plan	Conflict Resolution Specialist	Aug 22, 2018 to Oct 31, 2018	Not started

Needs assessment

Revise CIWP re: Restorative Approaches to Discipline based on Needs Assessment & Plan	Admin Team	Aug 29, 2018 to Oct 31, 2018	Not started

Ciwp, Conflict resolution

Action Plan

Strategy 1

ON-TRACK   Change Champion Trainings"

Jul 26, 2018 to Aug 26, 2018 - Lahart, Stephenson, Cassello, Koutavas

Status history

May 4

ON-TRACK   May 04, 2018
Evidence
Learning Hub

ON-TRACK
Identify specific professional learning topics aligned to components 1e and 3d based on data identified teacher areas for growth and plan PL for opening PD days"

May 01, 2018 to Aug 22, 2018 - Sandra Shimon

Status history

May 4

ON-TRACK   May 04, 2018
Evidence
Professional Learning Calendar

ON-TRACK   Embed on-going learning in our professional learning cycles"

May 01, 2018 to Aug 22, 2018 - Sandra Shimon & Alfonso Tapia

Status history

May 4

ON-TRACK   May 04, 2018
Evidence
Professional Learning Cycles

ON-TRACK   Revising scope and sequences/pacing guides for all courses ELA and MATH aligned to 1e and 3d"

May 01, 2018 to Jun 19, 2020 - ELA & Math Department Chairs

Status history

May 4

ON-TRACK   May 04, 2018
Evidence
Pacing guides

ON-TRACK   Implement Formative Assessments to monitor progress towards established goals"

May 01, 2018 to Jun 19, 2020 - ILT

Status history

May 4

ON-TRACK   May 04, 2018

Evidence

Gains and common assessments

ON-TRACK   Attend the HS Summits and use the train the trainer model for passing on the instructional strategies"

May 01, 2018 to Jun 19, 2020 - Core Department Chairs

Status history

May 4

ON-TRACK   May 04, 2018

Evidence

Professional Learning Calendar

NOT STARTED   Montior gradebook for grades, categories, timeliness, retakes, common practices and for maximizing functionality"

May 01, 2018 to Jun 19, 2020 - Administration

Status history

May 4

NOT STARTED   May 04, 2018

Evidence

Report out at Admin Meeting

ON-TRACK   Attend the To&Through Institutes and use the train the trainer model for passing on the instructional strategies"

May 01, 2018 to Jun 19, 2020 - Administration, On-Track Coordinator, and College and Career Readiness Counselor

Status history

May 4

ON-TRACK   May 04, 2018

Evidence

Professional learning cycle

Strategy 2

NOT STARTED   Reflect and Revisit the existing structure of the Committee"

May 01, 2018 to Jun 19, 2020 - Dr. Watson

Status history

May 4

NOT STARTED   May 04, 2018

Evidence

Committee Roster for SY19

NOT STARTED

Identify and provide professional learning that increases faculty and staff knowledge of research-based interventions and supports for students, data-collection, progress monitoring, as well as interpreting and validating data."

May 01, 2018 to Jun 19, 2020 - MTSS Committee

Status history

NOT STARTED

May 04, 2018
Evidence
PL Calendar

NOT STARTED

The MTSS team will meet to coordinate and communicate all efforts to implement MTSS in the school."

May 01, 2018 to Jun 19, 2020 - MTSS Committee

Status history

May 4

NOT STARTED

May 04, 2018
Evidence
Meeting Minutes

NOT STARTED

Collect and analyze school-wide data around MTSS"

May 01, 2018 to Jun 19, 2020 - MTSS Committee

Status history

May 4

NOT STARTED

May 04, 2018
Evidence
Data

NOT STARTED

Review and monitor the effectiveness of the MTSS team."

May 01, 2018 to Jun 19, 2020 - Dr. Watson

Status history

May 4

NOT STARTED

May 04, 2018
Evidence
Self-assessment docs

BEHIND

Develop subcommittees that support the goals of the MTSS committee, i.e. Student Incentives Committee, Student Attendance Committee, Interventions Committee"

May 01, 2018 to Jun 19, 2020 - MTSS Committee

Status history

May 4

BEHIND

May 04, 2018
Problem
Committee meeting minutes
Root Cause
Next steps

Strategy 3

NOT STARTED

Develop Committee to oversee various aspects of this strategy and develop rhythm for the work: technology, assessment, professional learning, attendance, post-secondary, school culture"

May 01, 2018 to Aug 01, 2018 - Shimon & Tapia

Status history

May 4

NOT STARTED | May 04, 2018
Evidence
Committee Roster

NOT STARTED | Review and revise mission and vision."

May 01, 2018 to Jun 01, 2018 - ILT

Status history

May 4

NOT STARTED | May 04, 2018
Evidence
Revised doc

ON-TRACK | Update Website"

May 01, 2018 to Sep 04, 2018 - Dr. Watson & Technology Coordinator

Status history

May 4

ON-TRACK | May 04, 2018
Evidence
New website

NOT STARTED | Create & Post School-Wide Messaging around our goals: Attendance, Perseverance, GPA, Post-Secondary, SAT"

Sep 03, 2019 to Jun 19, 2020 - Admin Team

Status history

May 4

NOT STARTED | May 04, 2018
Evidence
Clean posters on bulletin boards

NOT STARTED
Professional Learning around 2A: Creating a culture for learning and 3A: Communicating standards-based learning objectives to students"

Aug 22, 2018 to Jun 20, 2019 - Admin Team, Framework Specialists

Status history

May 4

NOT STARTED | May 04, 2018
Evidence
Professional learning cycle

NOT STARTED | Culture for Learning-Focused Lesson Planning"

Aug 22, 2018 to Jun 19, 2020 - Prosser Teachers

Status history

May 4

NOT STARTED | May 04, 2018
Evidence
Lesson plans that meet criteria

ON-TRACK | Messaging on marquee and school tvs and school social media (FB, Twitter, etc.)"

Jun 15, 2018 to Jun 19, 2020 - Dr. Watson & Technology Coordinator (someone with a Prosser issued Sprint phone)

Status history
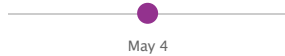
May 4

ON-TRACK | May 04, 2018
Evidence
Updated social media

POSTPONED | Continue Student of the Month"

May 01, 2018 to Jun 19, 2020 - Shimon

Status history

May 4

POSTPONED | May 04, 2018
Problem
Display
Root Cause
Next steps

NOT STARTED | Establish Culture for Learning Leader of the Month"

Sep 04, 2018 to Jun 19, 2020 - Admin

Status history

May 4

NOT STARTED | May 04, 2018
Evidence
Display
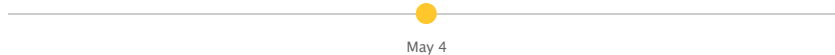
BEHIND | Organize and Maintain Bulletin Boards (Posting More Student Work in hallways and permanent (semi)"

May 01, 2018 to Jun 19, 2020 - Tapia

Status history

May 4

BEHIND | May 04, 2018
Problem
Bulletin boards by dept/clubs, sports and current
Root Cause
Next steps

NOT STARTED | TCT Goals around Culture for Learning"

Aug 22, 2018 to Jun 19, 2020 - ILT

Status history

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May 4

| NOT STARTED | May 04, 2018
Evidence
Minutes, lesson plans

| NOT STARTED | Update technology and purchase more technology to provide access and equitable learning opportunities to all of out students"

May 01, 2018 to Jun 19, 2020 - Admin

Status history

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May 4

| NOT STARTED | May 04, 2018
Evidence
updated tech and carts

Strategy 4

| ON-TRACK | Create & Post Position"

May 01, 2018 to May 18, 2018 - Dr. Schall

Status history

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May 4

| ON-TRACK | May 04, 2018
Evidence
HR Listing

| ON-TRACK | Establish Job Description"

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

Status history

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May 4
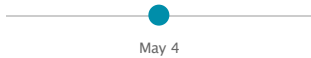
| ON-TRACK | May 04, 2018
Evidence
The job description

| NOT STARTED | Interview Candidates & Hire"

May 07, 2018 to Jun 22, 2018 - Admin Team

Status history

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May 4

| NOT STARTED | May 04, 2018
Evidence
Staffing

| NOT STARTED | Host Planning Retreats"

Aug 29, 2018 to Aug 29, 2018 - Admin Team

Status history

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May 4

NOT STARTED · May 04, 2018
Evidence
Agendas

NOT STARTED · Schedule Information Sessions with Faculty & Staff"

Aug 20, 2018 to Aug 25, 2018 - Conflict Resolution Specialist

Status history

May 4

NOT STARTED · May 04, 2018
Evidence
Agenda

NOT STARTED · Conduct Needs Assessment & Establish Plan"

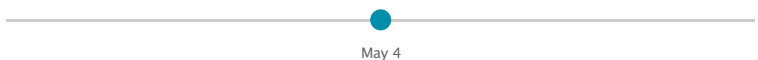Aug 22, 2018 to Oct 31, 2018 - Conflict Resolution Specialist

Status history

May 4

NOT STARTED · May 04, 2018
Evidence
Plan

NOT STARTED · Revise CIWP re: Restorative Approaches to Discipline based on Needs Assessment & Plan"

Aug 29, 2018 to Oct 31, 2018 - Admin Team

Status history

May 4

NOT STARTED · May 04, 2018
Evidence
Updated CIWP

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.

> Our PAC is very robust and monthly meetings are well-attended by parents. We inform parents of the school parental involvement plan and policy. Furthermore, we ask parents for their input.

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

> We have an annual PAC meeting, where we explain the Title I requirements and the parents rights to be involved in the Title I programs. Our Annual Meeting was held on September 13 at 5:30 PM, the Organizational meeting was at 6:00 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.

> We provide parents with information about our Title I program at our PAC meetings.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> Through the PAC, our parents have the opportunity to meet with school representatives on a monthly basis.

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.

> Our school provides a report of their child's performance on State assessments.Parents are informed in a timely notice if their child has been assigned to, or taught by, a teacher who is not "highly qualified." These notices are sent out 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.

> Parents are encouraged to enroll in Parent Portal so that they can track their child's grades. In addition, we have sessions presented by our PAC where presenters explain about various assessments.
> Parents are informed in a timely notice if their child has been assigned to, or taught by, a teacher who is not "highly qualified." These notices are sent out to parents.

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.

A focus of our PAC is to assist parents in working with their children to improve their academic achievement and to increase parental involvement.

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.

Our school educates staff about the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners. Professional development around this is offered on a regular basis and teachers are encouraged to attend PAC meetings.

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.

Our school makes every effort to coordinate and integrate parent programs and activities with various resources to encourage and support parents in more fully participating in their children's education.

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.

Communication with parents about school and parent programs, meetings, and other activities will be sent to parents in understandable and uniform formats, including language. To this end, all communication, including automated telephone calls and information on the school website, will be presented to parents in ways that are timely and understandable.

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   Not 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.)

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend.The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend.

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

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend.

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

(Blank)

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

(Blank)

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.

(Blank)

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

(Blank)

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

(Blank)

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).

(Blank)

Parent Budget

Not complete

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

(Blank)

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 1029	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 2300	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 2633	.00

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

$ 2890 .00

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

$ 100 .00

53510 Postage
Must be used for parent and family engagement programs only.

$ Amount .00

53306 Software
Must be educational and for parent use only.

$ Amount .00

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

$ Amount .00