



Al Raby High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/15/2018	All	SEF

03/08/2018	Skanes, Harrell, Williams, Hill	Framework Priorities and Goal Setting
03/21/2018	Skanes, Harrell, Williams, Hill	Strategies
04/01/2018	All	Action Steps
04/24/2018	All	Fund Compliance and Parental Involvement

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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Administration sets the direction and creates a sense of purpose by building consensus on and implementing a shared vision. Leadership consistently meets with parents, students, staff and community partners to refine and improve programs and offerings. The principal developed and implemented the introduction of 4 CTE programs resulting in the creation of a wall-to-wall CTE school. Current offerings include Pre-Law, Culinary, Broadcast, and Business Entrepreneurship.

All PLCs use a consistent PLC structure to set specific goals and outcomes for the year. These goals are aligned to expectations of the CIWP.

Leadership builds shared leadership structures and opportunities for job-embedded leadership training and development. The ILT creates an Instructional Plan each quarter that is used to collaborate with teacher teams and ensure fidelity to our instructional goals. The ILT, department teams, and grade level teams follow the plan to stay focused on the outcomes each week. Grade level PLCs meet bi-weekly to review data and use it to make instructional and climate decisions. The MTSS team consists of a varied group of stakeholders who meet bi-weekly to review academic and culture and climate trends and implement the problem solving protocol. Administration empowered departments and grade level teams to create curriculum maps and trackers determine which skills/standards were missing and/or which skills/standards were overly addressed.

Leadership created and sustained a coherent instructional program. Administration created curriculum feedback tools and implemented a system whereby teachers are given timely and actionable feedback on a regular basis. The principal created an Instructional Toolkit which gives teachers all of the tools needed to be successful at Raby. In response to a Beginning of the Year network walk, the Text, Talk, Task initiative was created by the principal. It requires teachers to provide rigorous high quality instruction centered around grade-level appropriate texts, authentic opportunities for discussion and tiered tasks. Learning Walks (using a Rigor Walk tool) are conducted by the administrative team to review classroom instructional practices and to calibrate instructional expectations. Feedback is immediately provided to teachers as a coaching support. Action items are recorded for each teacher. Professional Development is embedded in the Master Schedule during department time two times per week whereby department PLCs meet to collaborate as they create rigorous tiered tasks, review formative data to inform instructional groups, and review student work.

The CPS Framework for Teaching is used by leadership to ground instructional guidance and coaching. Administration uses REACH component scores to guide coaching and professional development opportunities. Pre/Post conference model is used as coaching sessions and not as a compliance tool. Teachers and administrators work together to create focus goals after each post conference. Teachers are tiered into support categories based on their previous year REACH ratings. Leadership also uses and models research-based strategies to improve instruction. We are on our 4th iteration of the Instructional Toolkit which was a support created by the principal that includes all of the instructional resources that are needed to plan rigorous instruction that will be implemented in classrooms.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

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The ILT works collaboratively to create the quarterly Instructional Plan based on teacher feedback, data analysis, and student needs. The ILT meets bi-weekly with outcomes guided by the Instructional Plan, targeted objectives, and specified action items. ILT is student-focused and consistently uses protocol to review data and make decisions. The ILT engages in regular professional readings about research-based ideas and initiatives that are discussed and considered for application at Raby. The ILT consists of stakeholders from a variety of areas including core and non-core instruction, all grade levels and diverse learners. The ILT meets bi-weekly with an established agenda driven by relevant data and culminating in specific action items. The ILT functions as a PLC with a mission, vision, norms, values and protocols. ILT meetings are open to all staff and all members and visitors are encouraged to actively engage in the discussion. The ILT Rubric is used to progress monitor effectiveness and the data is analyzed with the ILT. PLC goals and vision cycles have been set and are progress monitored throughout the year. ILT meetings are used to plan for common alignment for weekly department meetings. Instructional rounds are conducted quarterly by teacher teams to improve student learning and classroom instruction. The ILT engages in shared professional readings to strengthen leadership skills. The knowledge gained from the professional readings are applied when planning instructional goals for staff and students.

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

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Raby is transitioning from the traditional classroom and moving into a more student-centered personalized learning environment which requires extensive professional learning and practice opportunities for teachers. Teachers are allowed opportunities to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience without fear that immediate success will result in a negative evaluation. Administration conducts Rigor Walks (non-REACH observations) to provide coaching and immediate actionable feedback. Peer coaches are used to support teachers in refining skills and developing various specific areas of need. Instructional round data is analyzed during ILT to promote department level shifts in instructional practices.

Administration uses data to identify performance and practice gaps and inform Professional Learning plan. Teachers are surveyed for PD needs and wants and PD offerings are based on the results. Teacher Teaching for Learning goals and growth is tracked in Google Documents. Data is used to drive professional development as well as to continue to make instructional enhancements. The ILT creates the quarterly instructional plan based on data trends and teacher feedback to fill performance and practice gaps using research-based strategies. PD is often offered during common planning time.

Teachers participate in and facilitate professional inquiry in teams to advance student learning. Every quarter the ILT identifies a problem of practice and conducts subsequent Instructional Rounds around that problem. Open door instructional rounds are a strategy that allows teachers to showcase strong instructional practices and are used to improve practice for the observing teacher. Peer observations are used as a way for teachers to visit classrooms during their individual plan time and observe best practices.

All instructional tools and professional development decks are housed in a central location for continued access and future use. Whole school professional readings are done to create consistent school-wide expectations. New teachers are on-boarded to the "Raby" way of doing things via an orientation, dissemination of the Instructional Toolkit, regular check-ins with administration and teacher leaders.

To remove the lack of time as a barrier for teachers to meet the expectations of planning rigorous student tasks, one principal directed prep is utilized as a collaborative planning opportunity for teachers. During this time, teachers utilize a planning protocol that guides them through the expectations of effective planning. This planning protocol fosters collaboration and autonomy while holding teachers accountable for building rigorous student tasks.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> 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	8.2. Observes and Evaluates Staff and Gives Feedback to Staff 8.6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules 	

Aligned Resources:

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

Score

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The master schedule creates regular opportunities for collaboration between department and grade level teams. Master schedule is designed to allow all student population access to various CTE courses, honor courses and other off-site opportunities such as Dual Enrollment, Urban Alliance and Genesys Works. There is a hiring team in place with clear selection criteria and protocols to identify the and select the best available candidates. The grade level and department teams are balanced with all students having fair access to quality teachers. Related Service Providers frequently support students in their classroom settings to enhance academic growth. Social Worker and Psychologist are members of the MTSS Team.

Student achievement is set as the budget priority; therefore, budget is aligned to the CIWP. Departments and Grade Level Teams are provided with a budget that can be used to meet PLC needs. PLCs host fundraisers to secure resources for their PLC goals. Intentional community partnerships are established to provided additional supports and resources for students. Transparent staff meetings are held to discuss budget changes/updates.

Fiscal resources are allocated to ensure that necessary instructional resources are available to support rigorous instruction. The budget is reviewed weekly and teacher teams are encouraged to submit their instructional requests as necessary.

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 Toolkit: Math	

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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Aligned to it's mission, Al Raby provides an authentic culturally-relevant curriculum that provides opportunities for students to explore and celebrate their communities, culture, history, language and experiences. The curriculum is tailored to the strengths, needs and interests of each student. Meaningful project-based and field-based learning opportunities are provided.

Fully developed CCSS/NGSS aligned (vertically and horizontally) curriculum for all CORE classes. Units of instruction are aligned to scope and sequence maps with units and lessons paced appropriately. Academic and social emotional learning is integrated and articulated on learning plans.

Learning plans contain big ideas and essential understandings - what students should learn deeply. All learners have the opportunity to fully engage with the curriculum. Diverse learners demonstrate core knowledge and skills, and advanced learners are provided opportunities to extend core knowledge and skills.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

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Teachers and students have access to a variety of high quality, standards aligned instructional materials and resources such as novels aligned to levels of text complexity, Facing History and Ourselves, ThinkCerca, Discovery Education, Discovery Tech Book (math and science), Gizmos, Neapod and IXL.

Technology is integral to students' learning experience as Google classroom is a resource that is used in most classes. All core classes and CTE classes have classroom sets of computers, Chromebooks, laptops or iPads. Most elective classes have a classroom set of Chromebooks, laptops, or iPads. Math classrooms have classroom sets of graphing calculators. Most classrooms have interactive Promethean boards.

Financial resources are set aside for all departments to purchase materials; therefore, materials are updated/upgraded in response to new information and understandings. Teachers are asked weekly about instructional needs.

Materials and texts are selected and adapted based on learning objectives and learner needs. Teachers use the Google suite of products to provide prompt feedback to students as well as to allow for peer editing of student work. Achieve 3000 is used as an instructional intervention for struggling readers in diverse learning classrooms.

The science curriculum is hands-on and allows students the opportunity to connect with the content through labs and other real life applications. CTE students work with sophisticated industry-related materials to produce high-quality authentic work products.

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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.a. Demonstrating Knowledge of Content and Pedagogy
	1.b. Demonstrating Knowledge of Students
	1.c. Selecting Learning Objectives
	1.d. 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:

Score

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)

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Based on evidence from non-evaluative classroom visits, the average DOK level is 1.9.

Introduction of growth mindset for students and staff to convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student. Many teachers are moving to Personalized Learning which creates the environment where students assume responsibility for mastery and progression of their individual learning goals.

Teachers are required to plan and assign differentiated tasks that are aligned to standards-based objectives and that reflect higher level DOK complexity. Teachers are given supports to create high level tasks through internal professional development, weekly opportunities to collaborate as departments and view exemplars, as well as exploration of the materials found within the instructional toolkit. Teachers are provided with feedback on the quality of the tasks within their learning plans and end of unit assessments via a rubric. Teachers are also provided feedback on the quality of their tasks when the Administration Team conducts Rigor Walks which are unannounced non-REACH classroom visits that focus on the task. Feedback is provided to teachers outside of the REACH process.

Teachers are encouraged to provide students with descriptive rubrics as well as exemplars for all tasks. Student work is reviewed in department meetings using protocols developed by teacher leaders. Feedback for improvement is given to teachers by their peers.

The Text, Task, Talk protocol requires teachers to embed reading and writing across disciplines with a variety of texts. Teachers provide students with a rigorous task related to the close reading of a complex text that the student then engages in some form of student-to-student discussion (or talk) to make meaning of the information and ultimately write about their learning.

Math talks and problems requiring students to construct mathematical reasoning and critiques of other possible solutions demonstrate a shift in the rigor of mathematics. Raby is also piloting the new district-wide biology curriculum which is inquiry-based and requires students to discover scientific concepts through the exploration of big ideas.

Students are provided opportunities to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision. Civics students created their legacy projects that they presented to the staff, conducted a voter registration event, and hosted a school-wide town hall meeting. Pre-law students participate in mock trials whereby they compete against other schools. Broadcast students create promotional videos for the school, host their own talk show, deliver daily announcements over the PA to the school, and host assemblies. Culinary students create menus, prepare, and serve food for school events. Business students sell tickets and collect money for school-wide events.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.

- **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
- **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	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 (SQRP)
✓	Site 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

Academic and attendance interventions are put in place for students before they enter 9th grade based on their 8th grade attendance and core grade point average. All incoming 9th grade students are paired with a Freshman Guide which is an adult in the building (who is not one of the student's teachers) that will help the students with the transition from elementary school to high school throughout their entire freshman year.

Raby's Post-Secondary Team consists of Senior Seminar Teachers, Post-Secondary Coach, School Counselor, Administrative Team and Community Partners meets bi-weekly and reviews Post-Secondary Dashboard using Naviance data including FAFSA completion, fit and match college application data, college acceptances, and scholarships. Team plans opportunities for students to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Such activities include College and Career Day, Seminar Guest Speakers, College Visits and Tours, and classroom visits to help student create their Individual Learning Plan as well as their post-secondary plan.

The CTE program provides specific opportunities for students to earn honors credit as well as college credit through Dual Credit and Dual Enrollment partnerships with City Colleges of Chicago. CTE students also participate in Job Shadow Day and benefit from receiving internships with companies related to their career interest. CTE students often finish with a certification that they can use to gain employment immediately after high school graduation.

All seniors are required to enroll in Senior Seminar where teacher and the Post Secondary Coach provide direct assistance for all students and families through every stage of the college selection, application, and entry process. Teachers ensure that all students apply to at least three colleges (at least one must be a match college based on their grade point average and standardized test scores), hosting FAFSA Family Nights, meeting with all senior parents to review college expectations, as well as reviewing and explaining financial aid award letters to students and families.

All junior students participate in Junior Boost which provides college readiness support. Sophomore and Freshman students receive guidance lessons in which they are taught to analyze their transcripts and PSAT scores, calculate their grade point averages, the CPS graduation requirements, college types, and college selectivity. All students participate in beginning of year, middle of year and end of year PSAT testing and are provided an opportunity to analyze and reflect on the changes in their scores over time.

Career interest surveys are administered to all diverse learners. Low Incidence diverse learners are travel trained and transition into paid employment opportunities through partnerships developed with our community partners.

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

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

Learning plan documents reveal how teachers will guide students to articulate the relevance of the learning objective as well as the benefit of the learning outcome. Learning plan documents discuss anticipated student misconceptions as well as the research-based instructional strategy that will be used to clear up the misconception. Course teams collaborate to create common learning plans as well as common end of unit assessments. All curriculum documents have a rubric.

Teachers regularly 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. Instructors use techniques that enable students to engage each other in authentic discussion about content, and enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence. Students are required to cite textual evidence to support or develop a claim.

Within the classroom, students are grouped based on data and provided targeted supports based on their identified needs. Instruction is scaffolded for each student to ensure that all students access complex texts and engage in complex tasks. Teachers are given support in creating groups and creating tiered tasks during collaborative department meetings two times per week as well as during internal professional development.

Formative assessment data is analyzed to monitor student progress. The results of the formative assessment data drives the instruction. Students are given multiple opportunities and pathways to demonstrate mastery. During department meetings the Data Deep Dive process is used to analyze how students are progressing.

Raby uses Gradual Release of Responsibility as a schoolwide model for instruction. The instructional toolkit provides guidance around instructional expectations and non-negotiables to teachers from administration and teacher leaders. Additionally, the administrative team publishes a weekly instructional newsletter clearly outlining instructional expectations as well as providing relevant high impact instructional strategies based on trend data after visiting classrooms.

After each REACH evaluation teachers are provided with a Teacher Support Plan focused around the TfL domains. The plan contains specific strategies for improvement as well as supports that the teacher will receive from Administration.

Guide for Instruction

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> 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

FOR EVIDENCE EFFECTIVE FRAMEWORK 10

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

Through the use of multiple measures such as Academic Approach, Achieve 3000, IXL, Naviance and the implementation of Power Standards, AL Raby students have a range of assessment tools presented in the academic setting. Teachers use these tools to measure the depth and breadth of student learning on a daily, weekly and quarterly basis. Accommodations and modifications are pulled from the student's IEPs and most recent psychological report to provide a comprehensive and variety of support needed to ensure academic support of diverse learners. These accommodations and modifications are threaded throughout the lesson plans as well as the grading modification scale determined by the IEP. Teachers are required to submit at least two grades per week to support parents and student in having a clear understanding of academic success and areas of growth. Grade Level Teams use the Spotlight Report to measure academic progress and determine next steps.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

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

Multi-Tiered System of Supports:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual

Score

1 2 **3** 4

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.

Instruction adjustment is seen through interventions such as learning lunches, afterschool tutoring and the Personalized Learning Model.

The AL Raby SEL model is intertwined into weekly advisory sessions, pilot Personalized Learning, weekly updates regarding students that have been tardy or absent for more than four days and grade level tutoring to support student academic and social emotional needs.

With the support of several community partners such as Becoming A Man, Chicago Therapeutic Services and Grip, students have additional resources for social emotional stability.

CPS Related Service Providers are members of the MTSS team and provide social emotional lessons, small group social skills, connecting families to community resources and consultation with teachers regarding intervention strategies for all students. One to one conversation to gauge social emotional balance.

Classroom teachers are moving towards embedding tiered instruction into classroom practices based on student data. The personalized learning team is piloting a tiered task menu which provides multiple access points for students to complete tasks that are aligned to CCSS.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

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.

Al Raby's culture of learning is characterized by the implementation of the Growth Mindset, grade level attendance incentives, quarterly grade level awards ceremonies, bulletin boards that display academic expectations, personal success and positive re-enforcements. Earned Honors Courses are self-selected by students to promote independent academic growth and personalized learning. The Culture of Learning can also be seen through the use of Text, Talk, Task where teachers collaborate weekly regarding rigorous task and peer talk of task implementation/development.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and

- goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRTP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Frameworks Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/sell) ✓ 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.

Demonstrations of relational trust are evident through Umoja Learning Lunches which trains and coaches staff on strategies to develop supportive relationships with students. There is daily acknowledgement of student work and their positive contributions through visual media production, which is displayed in the main hallway and cafeteria. Norms for positive behaviors are encouraged through the Peace Room, which supports in building positive relationships and resolve conflict in a peaceful manner. This also includes skills of empathy and social awareness. Opportunities for staff to build trusting relationships are incorporated through weekly grade-level meetings, professional development, ILT and department meetings. The PPC provides a safe place for staff to resolve conflicts using open dialogue and restorative practices.

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	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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/set)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Students study various political structures through Civics class with a focus on different view points, issues that concern youth and the various economic systems. Students have actively participated in a voter's registration drive and neighborhood walk to assess the needs of the surrounding community. During the annual Raby Day of Service students visit elementary schools and present a focused lesson from the Junior Achievement Curriculum. Students participate on the Student Council, which allows students to voice their concerns about the culture and climate in the building. The Student Council has presented several surveys to the student body and based on those surveys

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none">• MYHS Student Survey completion rates and results• Artifacts from student-run organizations and events (including SVCs)• Meeting minutes/agendas that include student participation• Policies regarding student engagement in decision making• Service learning reports and/or reflections of SL projects• Unit and curriculum maps, rubrics, assessment artifacts• Evidence of student work• Democracy School recognition
Measures	✓ Five Essentials – Supporting Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/NET 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

Security is positioned on each floor with rotations of checking classrooms. Students feel comfortable informing security and staff members surrounding behaviors that are not safe.

Visitors are only allowed to enter through the main entrance and once inside of the building, visitors are required to sign-in and surrender proper identification.

Safety and crisis intervention plans are developed on an as needed basis.

Teachers have been trained in CHAMPS to support positive classroom behaviors

Students participated in the Legacy Project to address the needs of the student body. The students conducted a school wide survey to determine the behavioral concerns, culture and climate in the building. Based on the survey, groups of students selected four different topics to address and provide resolutions.

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/psl/)	

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 MTSS team meets on a bi-weekly basis to discuss and create procedures that emphasize restorative approaches. There are weekly advisory lessons that support restorative practices and social emotional growth. As stated in the Umoja Report, the peace room has reached a total of 151 students and has serviced 78 individual students. There have been 103 restorative conversations, 14 peace circles, 16 community building circles, 10 re-entry conversations and 5 healing circles. Based on the student reflection form:

- 91% of students learned a new way of dealing with conflict, issues or feelings
- 80% were able to identify their role of causing harm
- 84% stated they understood another point of view
- 95% said they would use the peace circle again
- 94% stated they would recommend the peace room to a friend.

There has been a total of 76.6% hours of adult coaching provide by the Restorative Justice Specialist.

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

Parent and Family Partnership:

Score

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

1 2 3 4

Raby has developed strong parent partnerships through parent committees, events and high levels of collaborations intertwined through the use of social media, which includes but is not limited to the Raby Report via Youtube and Raby Twitter account. Teachers support collaboration with parents through weekly anecdotal phone calls. Each grade level provides parents with a student handbook that informs parents of the schools mission and vision statement, important calendar dates, grading scale, school policies and teacher contact information. There is a dedicated parent room, where parents are welcomed to use for various parent activities. Parents support school operations through the LSC and PAC monthly meetings. For our parents that may speak a language other than English, Raby uses Language Line Solution.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

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					
2016-17 Actual: Organized 2017-18 Actual: Organized 2018-19 SQRP Goal: Well-Organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
Improve curriculum, instruction and aligned assessments in a way that will lead to improved student outcomes.	(Blank)	17.00	20.00	20.00	30.00
PSAT 10 Annual Growth Measure					
Improve curriculum, instruction and aligned assessments in a way that will lead to improved student outcomes.	(Blank)	7.00	30.00	30.00	40.00
SAT Annual Growth Measure					
Improve curriculum, instruction and aligned assessments in a way that will lead to improved student outcomes.	(Blank)	3.00	20.00	20.00	30.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
Improve curriculum, instruction and aligned assessments in a way that will lead to improved student outcomes.	(Blank)	(Blank)	20.00	20.00	30.00
African-American School Growth Percentile SAT11					
Improve curriculum, instruction and aligned assessments in a way that will lead to improved student outcomes.	(Blank)	2.00	20.00	20.00	30.00
Hispanic School Growth Percentile SAT11					
Not Applicable	(Blank)	(Blank)	30.00	30.00	40.00
English Learner School Growth Percentile SAT11					
Not Applicable	(Blank)	(Blank)	30.00	30.00	40.00
Diverse Learner School Growth Percentile SAT11					
Improve curriculum, instruction and aligned assessments in a way that will lead to improved student outcomes.	(Blank)	(Blank)	20.00	20.00	30.00
Percent Meeting College Readiness Benchmarks					
Improve curriculum, instruction and aligned assessments in a way that will lead to improved student outcomes.	(Blank)	5.00	10.00	10.00	15.00
Early College and Career Credentials Rate					

Increase ECCC offerings to students thereby increasing student access to post-secondary opportunities.	25.00	31.00	40.00	40.00	50.00
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Freshmen On-Track Rate

Ensure that freshmen have a strong foundation in the freshmen year so that they can be prepared to graduate for high school.	83.00	84.00	88.00	90.00	92.00
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4-Year Cohort Graduation Rate

Focus on closing the achievement gap by providing transitional supports at each grade level that will lead to a increase in the number of students graduating from high school.	63.00	58.00	80.00	65.00	75.00
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1-Year Dropout Rate

Focus on longer term success by creating systems to ensure that all students are supported which will reduce the number of students who drop out.	3.00	2.00	2.00	2.00	1.50
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College Enrollment Rate

Ensure that students have access to college by setting up proper structures for student success.	51.00	37.00	70.00	65.00	75.00
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College Persistence Rate

Ensure long term success by supporting student success through high school and college.	54.00	51.00	75.00	55.00	65.00
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Average Daily Attendance Rate

Ensure that students are at school each day to have access to a high quality education.	86.00	86.00	92.00	90.00	90.00
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Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

Design a cross curricular standards based curriculum that focuses on student mastery and utilizes a personalized learning approach

...then we see...

The implementation of authentic learning tasks that are informed by formative assessment data and implemented through best practice pedagogical strategies

...which leads to...

-Increase in core GPA by 10% each year
-increase in average GPA by 10% at all grade levels
-50% of students reaching the benchmark PSAT/SAT attainment score
-Increase of 10% each year in REACH domain scores 1a, 1d, 1e for 50% of teachers
-enrollment in ECCC metrics by 10% each year
-increase in the number of college access courses offered to students each year
-decrease the LR2 by 10% each year based on the entry point data

Tags:
Assessment, Instruction, Curriculum, Data

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

Action step

Responsible

Timeframe

Status

Provide designated learning time dedicated to curriculum design during principal-directed preps, summer professional development and full day release time.	Instructional Leadership Team	Jul 1, 2018 to Jun 30, 2020	Not started
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Curriculum Design, Professional development, Collaborative teachers

Establish a curriculum team with a representative from each content area to build, monitor and review curriculum.	Administration	Aug 1, 2018 to Jun 30, 2019	Not started
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Curriculum Design, Curriculum, Curriculum review, Team, Team leads

Develop an asset map with a pacing guide for all courses.	Instructional Leadership Team	Aug 1, 2018 to Nov 30, 2018	Not started
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Curriculum, Curriculum mapping, Pacing guide

Ensure that staff receives ongoing professional development on curriculum design and implementation.	Instructional Leadership Team	Jul 1, 2018 to Jun 30, 2020	Not started
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Curriculum Design, Professional Learning, Professional development

Establish specific end-of-grade level outcomes for all content areas.	Instructional Leadership Team	Jul 1, 2018 to Nov 3, 2018	Not started
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Grade system, Goal setting, Shared expectations

Strategy 2

If we do...

Focus on improving the quality of instructional practices and student outcomes by engaging in professional development, collaboration, and reflection that supports the development of high quality rigorous student tasks

...then we see...

The implementation of high quality classroom instruction that promotes student agency, critical thinking, and writing through a tiered task platform

...which leads to...

-Increase to a schoolwide DOK average level of 3 as measured by the Rigor Walk Tool
-50% of students reaching the benchmark PSAT/SAT attainment score
-Increase of 10% each year in REACH domain scores 2b, 3b, 3c, 3e for 50% of teachers

Tags:

Instruction, Professional development, Rigorous tasks

Area(s) of focus:

1, 2, 4

Action step	Responsible	Timeframe	Status
Design exemplars of a rigorous task for each content area.	Department Chairs	Jul 1, 2018 to Sep 30, 2018	Not started
Provide regular professional development to support creating rigorous tasks.	Instructional Leadership Team	Jul 1, 2018 to Jun 30, 2020	Not started
Establish Monthly Instructional Rounds Cycle of Improvement.	Instructional Leadership Team	Jul 1, 2018 to Jun 30, 2020	Not started
Schedule regular Instructional Rounds feedback conversations during Department Meetings.	Instructional Leadership Team	Jul 1, 2018 to Jun 30, 2020	Not started

Focus on achievement by developing articulated mastery thresholds for student tasks.

Departments

Jul 1, 2018 to
Jun 30, 2020

Not started

Strategy 3

If we do...

Teach students how to identify civic concerns, use their voice to address those concerns, and provide opportunities for students at all grade levels to engage in civic activities

...then we see...

A shift in the curriculum which leverages student voice, promotes student agency, and fosters robust classroom discussion.

...which leads to...

- 50% of students exceeding the minimum service learning requirement
- Increase in student engagement as measured by the My Voice My School survey
- Increase of 10% each year in REACH domain scores 2b & 3b for 50% of teachers
- Implementation of student led monthly town hall meetings

Tags:

Civic life, Discussion, Student voice, engagement, & civic life

Area(s) of focus:

1, 4

Action step

Responsible

Timeframe

Status

Ensure 2 - 3 annual civic outcomes.

Social Studies
Department

Jul 1, 2018 to
Jun 30, 2020

Not started

Establish a fully functioning student government association which meets regularly with school leadership.

Social Studies
Department

Aug 15, 2018 to
Jun 30, 2020

Not started

Establish monthly school-wide or grade level town hall meetings led by students.

Grade Level Leads

Aug 20, 2018 to
Jun 30, 2020

Not started

Implement a developed cross-curricular civic engagement unit at all grade levels.

Instructional
Leadership Team

Jul 1, 2018 to
Jun 30, 2020

Not started

Host two political forums annually.

Administration and
Social Studies
Department

Aug 27, 2018 to
Jun 30, 2020

Not started

Strategy 4

If we do...

Ensure that concrete transition and post-secondary plans are developed for all students

...then we see...

Students accessing expanded academic opportunities that align to and prepare them for varied post-secondary opportunities

...which leads to...

- Increase in graduation rates by 10%
- Increase in college enrollment by 10%
- Increase in college persistence by 10%
- Increase in FOT by 3% each year
- Increase in SOT by 5% each year

Tags:

College Access and Persistence, Post secondary, Transition, Freshman on-track, Sophomore on-track, College persistence rates, College readiness, Analysis of data, College & careers, Aligned curriculum

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

Provide early college and career credentials to all students.	Post-Secondary Team	Aug 6, 2018 to Jun 30, 2020	Not started
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College and careers, College readiness

Provide supports to assist students through transitioning from one grade to the next as it relates to Post-Secondary attainment.	Post-Secondary Team, Counselor, Grade Level Teams	Jul 1, 2018 to Jun 30, 2020	Not started
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Transition plan, Learning plan, Transition support, Transitions to college and career

Develop a regular data rhythm for tracking post-secondary progress to ensure that all appropriate interventions are put into place to support readiness.	Instructional Leadership Team and Data Team	Jul 1, 2018 to Jun 30, 2020	Not started
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Data analysis, Interventions and supports, Data collection, Data conversation

Develop and maintain a post-secondary calendar of varied events.	Post-Secondary Team	Jul 1, 2018 to Jun 30, 2020	Not started
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Calendar, Activities, Action planning

Regularly engage parents and solicit their input in developing supports to ensure students are successfully transitioning from one grade to the next.	Administration and Instructional Leadership Team	Jun 1, 2018 to Jun 30, 2020	Not started
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Transition, Parent engagement

Strategy 5

If we do...

Utilize a restorative approach as a proactive and reflective strategy to promote healthy school relationships

...then we see...

Restorative practices as the foundation of classroom level and school level policies and systems

...which leads to...

- A decrease in teacher referrals by 10% each school year
- An increase in teacher ratings in domain 2 as measured by the REACH framework by 10% from the previous year
- An increase in restorative practices by 20%
- Decrease in level 1, 2, and 3 infractions by 10% each school year
- Improved ratings on the collaborative teacher section of the My Voice, My School survey
- An increase in our school-wide average daily attendance rate of 3 percentage points per year.

Tags:

MTSS, Attendance, Data Use, Restorative approaches, Restorative justice, Discipline

Area(s) of focus:

5

Action step

Develop customized professional development offerings to engage staff in Restorative Justice and Social Emotional Learning.

Responsible

MTSS Team, Discipline Team

Timeframe

Aug 1, 2018 to Jun 30, 2020

Status

Not started

Professional development, Social emotional learning, Restorative practices

Develop quarterly culture and climate data to monitoring rhythms.	MTSS Team, Discipline Team, Data Team	Sep 4, 2018 to Jun 30, 2020	Not started
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Data analysis, Data collection, School culture and climate

Monitor community partner student outcomes.	Administration MTSS Team	Jul 16, 2018 to Jun 30, 2020	Not started
Data analysis, Community partnerships, Data collection			
Revitalize the advisory curriculum to foster stronger relationships between students to students and students to staff.	MTSS Team Administration	Aug 20, 2018 to Jun 30, 2020	Not started
Curriculum, Advisory, Social emotional learning, Social emotional assessment			
Systemize school-level and classroom level expectations.	Instructional Leadership Team, Administration	Jul 2, 2018 to Jun 30, 2020	Not started
Expectations for depth & breadth of quality teaching: multi-tiered system of support, Restorative practices, Restorative conversations			

Action Plan

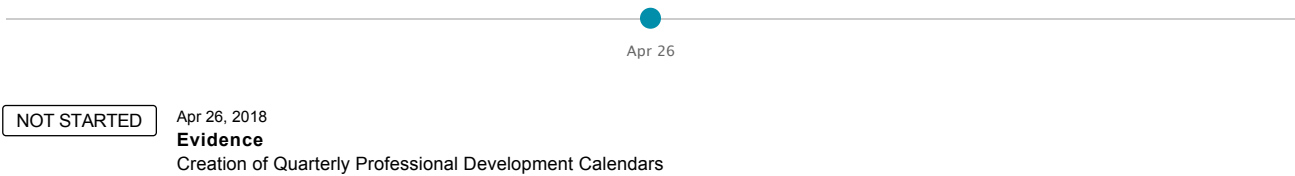
Strategy 1

NOT STARTED

Provide designated learning time dedicated to curriculum design during principal-directed preps, summer professional development and full day release time."

Jul 01, 2018 to Jun 30, 2020 - Instructional Leadership Team

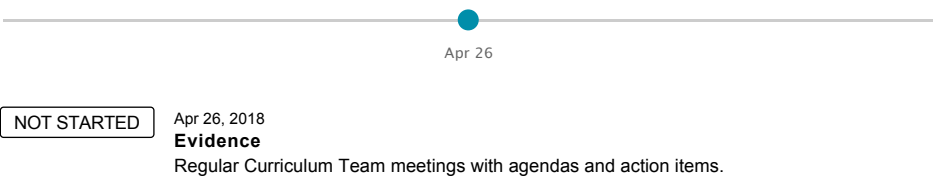
Status history



NOT STARTED

Establish a curriculum team with a representative from each content area to build, monitor and review curriculum."
Aug 01, 2018 to Jun 30, 2019 - Administration

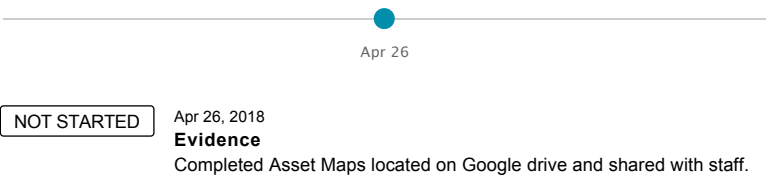
Status history



NOT STARTED

Develop an asset map with a pacing guide for all courses."
Aug 01, 2018 to Nov 30, 2018 - Instructional Leadership Team

Status history



NOT STARTED

Ensure that staff receives ongoing professional development on curriculum design and implementation."

Jul 01, 2018 to Jun 30, 2020 - Instructional Leadership Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Quarterly Instructional Plans. Annual Professional Development Plan.

NOT STARTED

Establish specific end-of-grade level outcomes for all content areas."

Jul 01, 2018 to Nov 03, 2018 - Instructional Leadership Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Comprehensive document containing end-of-grade level outcomes shared on Google drive.

Strategy 2

NOT STARTED

Design exemplars of a rigorous task for each content area."

Jul 01, 2018 to Sep 30, 2018 - Department Chairs

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Google folder with exemplars for each content area.

NOT STARTED

Provide regular professional development to support creating rigorous tasks."

Jul 01, 2018 to Jun 30, 2020 - Instructional Leadership Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Quarterly Instructional Plans. Annual Professional Development Plan.

NOT STARTED

Establish Monthly Instructional Rounds Cycle of Improvement."

Jul 01, 2018 to Jun 30, 2020 - Instructional Leadership Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Quarterly Instructional Plans. Annual Professional Development Plan.

NOT STARTED

Schedule regular Instructional Rounds feedback conversations during Department Meetings."

Jul 01, 2018 to Jun 30, 2020 - Instructional Leadership Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Quarterly Instructional Plans. Annual Professional Development Plan.

NOT STARTED

Focus on achievement by developing articulated mastery thresholds for student tasks."

Jul 01, 2018 to Jun 30, 2020 - Departments

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Master document of articulated mastery thresholds shared with staff.

Strategy 3

NOT STARTED

Ensure 2 - 3 annual civic outcomes."

Jul 01, 2018 to Jun 30, 2020 - Social Studies Department

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Completion of at least one civic outcome per semester.

NOT STARTED

Establish a fully functioning student government association which meets regularly with school leadership."

Aug 15, 2018 to Jun 30, 2020 - Social Studies Department

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Regular student government meetings with agendas and action items.

NOT STARTED

Establish monthly school-wide or grade level town hall meetings led by students."

Aug 20, 2018 to Jun 30, 2020 - Grade Level Leads

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

School calendar of events with evidence of scheduled meetings

NOT STARTED

Implement a developed cross-curricular civic engagement unit at all grade levels."

Jul 01, 2018 to Jun 30, 2020 - Instructional Leadership Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Grade Level Team Meeting Minutes

NOT STARTED

Host two political forums annually."

Aug 27, 2018 to Jun 30, 2020 - Administration and Social Studies Department

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

School calendar of events with evidence of at least one scheduled political forum per semester

Strategy 4

NOT STARTED

Provide early college and career credentials to all students."

Aug 06, 2018 to Jun 30, 2020 - Post-Secondary Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Early college and career credentials tracker

NOT STARTED

Provide supports to assist students through transitioning from one grade to the next as it relates to Post-Secondary attainment."

Jul 01, 2018 to Jun 30, 2020 - Post-Secondary Team, Counselor, Grade Level Teams

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Freshman On Track Rate, Sophomore On Track Rate, Graduation Status Reports by Grade Level, College Enrollment, College Persistence.

NOT STARTED

Develop a regular data rhythm for tracking post-secondary progress to ensure that all appropriate interventions are put into place to support readiness."

Jul 01, 2018 to Jun 30, 2020 - Instructional Leadership Team and Data Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Reports posted in shared school drive on a regular basis, minutes of meetings analyzing and reviewing data

NOT STARTED

Develop and maintain a post-secondary calendar of varied events."

Jul 01, 2018 to Jun 30, 2020 - Post-Secondary Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Post-Secondary Calendar posted on website and shared with school community

NOT STARTED

Regularly engage parents and solicit their input in developing supports to ensure students are successfully transitioning from one grade to the next."

Jun 01, 2018 to Jun 30, 2020 - Administration and Instructional Leadership Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Parent Meeting Agendas, Powerpoint Decks, Contact Logs, RoboCalls

Strategy 5

NOT STARTED

Develop customized professional development offerings to engage staff in Restorative Justice and Social Emotional Learning."

Aug 01, 2018 to Jun 30, 2020 - MTSS Team, Discipline Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Quarterly Instructional Plans. Annual Professional Development Plan.

NOT STARTED

Develop quarterly culture and climate data to monitoring rhythms."

Sep 04, 2018 to Jun 30, 2020 - MTSS Team, Discipline Team, Data Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

MTSS Team Meeting Agendas and Action Items, Discipline Team Meeting Agendas and Action Items, Culture and Climate Data Trends.

NOT STARTED

Monitor community partner student outcomes."

Jul 16, 2018 to Jun 30, 2020 - Administration MTSS Team

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Community Partner Meeting Minutes, MTSS Meeting Minutes, Student Supports Tracker

NOT STARTED

Revitalize the advisory curriculum to foster stronger relationships between students to students and students to staff."

Aug 20, 2018 to Jun 30, 2020 - MTSS Team Administration

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Regular Advisory Lessons

NOT STARTED

Systemize school-level and classroom level expectations."

Jul 02, 2018 to Jun 30, 2020 - Instructional Leadership Team, Administration

Status history

Apr 26

NOT STARTED

Apr 26, 2018

Evidence

Published school-level and classroom level expectations in shared drive. Full implementation of expectations.

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

ESSA Program

☒ ESSA Schoolwide Program

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

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

☒ ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☒ I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

NCLB/PAC will develop the parent involvement plan to align to the corresponding NCLB budget. The school administration will work collaboratively with the NCLB/PAC to revise the plan as necessary. Monthly communications to parents will include all PAC information.

The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The Annual Meeting is projected to be held on Thursday, September 13, 2018 at 5:30 p.m. The organizational meeting is projected to be held on Tuesday, October 2, 2018 at 9:00 a.m. The dates and times of the PAC meetings will be developed and published. Monthly communications to parents will include all PAC information and it will be posted to the school's website.

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.

Parents can expect to receive communication from the school regarding schoolwide progress, curriculum updates, and other general information at least twice per month. The administration will receive suggestions from the NCLB/PAC to understand their perspective on how to improve the instructional program at Raby.

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.

State assessment information will be made available to parents at report card pick-up in the fall of each year (pending availability). Assessment information is also available to parents per their request.

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

The school will mail notifications to parents of students who are taught by teachers who are not highly qualified.

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.

Training will be available to parents to help them understand the CCSS, assessments, and requirements of Title 1, Part A. The MTSS team will collaborate with the NCLB/PAC.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

The school and community support partners will host parent training to help parents gain skills that will allow them to provide more supports to their children.

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

Professional development will focus on how to work collaboratively with parents. A focus on social-emotional supports will be emphasized by the MTSS team.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other

programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

n/a

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

Parents will receive a monthly communication regarding all of the events that are occurring at school. The website will be updated weekly to keep parents up to date with necessary information. Reminder information and invitations will be sent via emails.

Policy Implementation Activities

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

☒

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

☒

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

☒

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

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

n/a

School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The Al Raby School for Community & Environment inspires students to intellectual excellence and personal responsibility through community and environmental activism. To achieve this outcome, the instructional program at Raby has a heavy emphasis on literacy and critical thinking.

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.

Schoolwide parent teacher conferences will be held twice a year according to the CPS calendar. Grade level teams will convene parent meetings as necessary to discuss student's academic progress.

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

Progress reports will be distributed at the 5th, 10th, 15th, 20th, 25th, 30th, and 35th week.

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

Parents are available to meet with staff by appointment. Staff is available before school and after school for meetings. Teachers are also available on the preparation period by appointment. Parents may utilize the school website to email teachers.

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

Parents are encouraged to volunteer in after school activities, extra-curricular events, and on school field trips.

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

All parents will have access to student progress report via the parent portal.

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

Parents will be invited to parent meetings to gather more information about parental expectations with classroom instruction.

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

The use of our Stoplight Report and the Student Portal helps to invest students in their own progress.

Parent Budget

Complete

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

To help parents increase their knowledge of Common Core, SAT, College Prep expectations, and strategies for parenting teens, funds will be allocated for monthly professional development and conference activities. At this time, a budget has not been prepared and all amounts stated below are estimates. The budget will be established once the PAC convenes in the fall of 2018.

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ Amount .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 825 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 2000 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ Amount .00

53306

Software

Must be educational and for parent use only.

\$	Amount	.00
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55005

Furniture and Equipment

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

\$	Amount	.00
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