



Greater Lawndale High School For Social Justice / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/02/2018	Whole teaching staff	SEF
03/05/2018	OLT	SEF
03/06/2018	Grade Level Teams	SEF

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

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Evidence: My School, My Voice Survey, OLT agendas and Staff Development.

Social Justice High School practices shared leadership. We have teacher teams that meet weekly to determine the focus and operation of the school. The Organizational Leadership Team meets on Mondays. Grade Level Teams meet on Tuesdays and Content Teams meet on Thursdays. One Wednesday per month the entire staff works together to support our freshmen through Connect 5. The Instructional Leadership Team meets monthly to determine the instructional focus for the school. We also have a very active Advisory Local School Council, Professional Problems Committee, PPLC, and active PAC/BAC.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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Our ILT is functional but struggles with meeting regularly. The team has met to set the instructional focus of argumentative writing for the school year and has provided some professional development for staff.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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As mentioned earlier teachers have built in common planning for teacher teams to meet. The ILT introduces instructional foci and provides professional development. There is built in "safe practice" time and teacher leaders or "experts are identified where teachers can make arrangements to visit the classrooms of these teachers to see the practices modeled for them. The teachers are collaborative and work together to develop and complete cross-curricular authentic learning opportunities for students such as grade level Capstone projects for 9th and 10th grade, the History Fair project for all 11th graders and the culminating Fire Project for all 12th graders.

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	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 82. Observes and Evaluates Staff and Gives Feedback to Staff 86. 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:

Score

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.

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Our school had a definite technology deficit four years ago, so for the past three years the school's budget has been dedicated to providing laptops, laptop carts, computer labs and additional technology for General Education, Diverse Learner and English Language Learner students. Funds have been allocated to purchase a music teacher, an additional physical education teacher and to provide after school resources to support student tutoring and remediation courses for students who are Off-track to graduate. Teachers work collaboratively to track students who are performing poorly and need additional support through the Homework Club, shared or loaned instructional time when a student is not passing a particular class.

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
Measures	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Aligning Resources with Priorities: Focusing on What Matters Most
	✓ Instructional Supports
	✓ Strategic Source Vendor List
	✓ CPS Instructional Time Guidelines: Elementary School Overview
	✓ CPS Instructional Time Guidelines: High School Overview
	✓ CPS Instructional Block Guidance: K-2 Literacy
	✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

The curriculum – what students should know and be able to do - makes standards come alive for students. All students have access

Score

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.

Teachers create curriculum maps that are vertically and horizontally aligned because teachers work in Grade level and content teams. The Language arts department utilizes the Collegeboard's Springboard curriculum for 9th through 12th grade, and this curriculum is developed to prepare students for success in advanced placement courses. We currently offer Advanced placement English Literature and Advanced placement English Language. Teacher teams work collaboratively to create authentic learning projects for the various grade levels, (Capstone projects grades 9 and 10, the History Fair project for grade 11 and the Fire project for grade 12.) We advocate a social justice curriculum, where social justice principles are infused into the lesson; however, because there is very little secondary level social justice curriculum, teachers find themselves developing their own curriculum. Teachers differ in their ability to develop these curriculums; currently science and social science have the stronger social justice infused curriculums.

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	<ul style="list-style-type: none"> ✓ 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:

Score

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0) 1 2 3 4

We purchased Pearson's language arts, math, science and social science curriculums which have been revised to align to the Common Core State Standards and the Collegeboard's SAT requirements. This is allowed teachers to improve their pacing and rigor. Teachers continue to create curriculum maps that are vertically and horizontally aligned because teachers work in Grade level and content teams. The Language arts department utilizes the Collegeboard's Springboard curriculum for 9th through 12th grade, and this curriculum is developed to prepare students for success in advanced placement courses. We currently offer Advanced placement English Literature and Advanced placement English Language. Teacher teams work collaboratively to create authentic learning projects for the various grade levels, (Capstone projects grades 9 and 10, the History Fair project for grade 11 and the Fire project for grade 12.) We advocate a social justice curriculum, where social justice principles are infused into the lesson; however, because there is very little secondary level social justice curriculum, teachers find themselves developing their own curriculum. Teachers differ in their ability to develop these curriculums; currently science and social science have the stronger social justice infused curriculums.

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UDI PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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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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The grade level teams have only begun to look at student work samples regularly. Because typically one teaches a particular grade level, teachers tend not to look at specific tasks students are required to complete. One area where there is collaboration is the Capstone projects at each grade level. There is cross curricular collaboration where each content has a specific area where students must infuse the content. Teachers also collaborate on grading the projects.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP 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	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Observation Tool ✓ Checking In: Do Classroom Assessments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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

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Our mission, "All stakeholders- parents, staff, students, and community will ensure all students experience a rigorous academic program that prepares them to graduate and achieve their post-secondary plan. Our students will model the principles of Social Justice, preserve their cultural identity, and have a passion for peace, justice, and the dignity of all people," is the driving force for preparing our students. We want our students to choose post-secondary options and we work to prepare them to be successful in those options. What makes our school different is the strong message that students should and must return to their communities with their new knowledge to make life better for their families and their communities. We expose our students to post secondary options early through college tours, college fairs, and our partnership with Roosevelt's Upward Bound Program and Gear Up Program which are both housed on our campus. We also have built into the curriculum Senior Seminar which further prepares students and walks them through the college application, securing financing and transitioning to college process. We host multiple FAFSA Nights for parents and students so that students and parents can receive the needed support in applying for financial aid.

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	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Nonviance 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 (C-CAR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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

1 2 **3** 4

Last year we selected Gradual Release of Responsibility as an instructional focus to improve agency authority and identity. Most classrooms were teacher centered. Teachers were carrying the load of the classroom as students merely responded to teacher directives. There was little or no student to student discourse and few teachers utilized collaborative grouping in their instructional practices. Teachers were provided professional development, opportunity for sheltered practice and feedback through internal and Network Walk-throughs. As a result there was a definite decline in teacher centered instruction, improvement in student engagement and teachers became more cognizant of building in time for students interact with peers as they learn. Most teachers now incorporate essential questions into unit plans, which encourages students to think deeply and to discourse with one another. -All students have opportunity to demonstrate mastery of skills through cross curricular assignments such as the 9th and 10th grade capstone projects, 11th grade history fair, and 12th grade fire project. -Many teachers also infuse social justice principles which encourage students to think about their role in the community and to connect what they have learned to that community.

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"> ✓ SIGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

Score

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

1 2 3 4

Our school shares a common grading scale and operate within close alignment of category weights. This is an area where we continue to struggle as some teachers place greater emphasis on categories that others do not put as much focus. Our goal is to agree upon alignment of category weights. Because we are a small school, often one teacher instructs all the students in a particular grade level content. As a result teachers do not collaborate as much on formative and summative assessments. Working in somewhat isolation is a weakness. We have made progress through sharing of assessment data through Google Docs. Teachers can now all see how students are performing on assessments in every content. As grade level teams they can also work collaborative to be mindful of the projects and assessments students are required to complete in other courses. Lastly, our across the curriculum writing project has also helped to improve alignment and expectations for writing proficiency in all courses. All teachers have agreed to teach the Perfect Paragraph format and argumentation.

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
Measures	✓ SGRP Attainment and Growth
	✓ SGRP Distribution Reports (course success rates)
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

We monitor the progress of all students in every grade level and Grade Level Teams work together to identify students who are struggling to successfully complete course requirements. The teams identify if the cause of student failure or lack of progress as either social emotional, needed academic support or a combination of both. Grade level teams monitor attendance and grades as well as works with the school dean to identify behavior issue trends, If the team feels the student is a Tier 2 or Tire 3, the student is referred to the school counselor and social worker for intervention. Students who were identified as high risk students also have a Personal Learning Plan which is monitored every five weeks. Tier 1 students' SEL needs are addressed during instruction. Because our curriculum infuses the Essential 7 Values of our school, teachers emphasize Excellence, Service, Honesty and Ownership, Prompt and Preparedness, Respect, Self-Discipline, and Unity in the lessons. These same principles are the basis of our Restorative Justice system within our school. aw well. Any time a student is guilty of an infraction, he is given the opportunity to be reflective of his actions and make restitution without punitive results. Area of growth definitely in logging interventions, having clear, school-wide understanding of MTSS, and effective progress monitoring.

Guide for Multi-Tiered System of Supports

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

described in Elementary School Promotion Policy (Board Report 09-1028-PO2).

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

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.

1 2 3 4

The students rated the school Strong on ambitious instruction and the importance of learning. However, as a staff we feel more of the work in compliance and completion than an actual intellectual investment in learning. Too often the teacher is more invested in the learning activities than the learners who are more spectators in the process. Some evidence that supports our belief that students are not as invested in the struggles we are experiencing with attendance. Too many lessons are teacher centered instead of student led.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.

- Encourage student resilience and hard work.
- Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**
 - Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work: evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
<u>MTSS Framework Curriculum & Instruction</u>	
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/set) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 2 3 4

On the 5 Essentials survey the students rated the school strong on relational trust. This is most likely true because almost all teachers here are willing to go the extra mile to see students successful. There is also a tradition of siblings and other relatives attending the school, so teachers know the family and the parents and students trust their teachers. However, the teachers were neutral on collaborative environment The teachers also rated Teacher to Teacher trust as neutral. There has been some recent turnover where four founding teachers have moved on to career changes. The remaining staff and the teachers who have replaced those foundational teachers continue to struggle to re-establish the cohesiveness the staff may have once felt.

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/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Though we are a small school, we offer a wide variety of extra-curricular activities through the programs shared on the campus such as team sports. We also have housed on our campus Enlace Chicago who works diligently to support extra-curricular programming for our school. We also have partnerships Gear Up, Roosevelt University, and After School matters. We offer seven advanced placement courses (A.P. English Literature, A.P. English Language, A.P. Spanish Language, A.P. Psychology, A.P. Art, A.P. Chemistry, A.P. Biology and opportunity to study A.P. Calculus at our sister school of Infinity Math and Science Academy. We offer a course for Academic Decathlon and this year our small team made it all the way to Illinois State Level competition. Students give back to the community through their involvement in environmental affiliations in the Little Village Neighborhood, the Recycling club and our annual service trip to New Orleans, Louisiana to help rebuild the homes of Katrina victims.

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"> • MINS Student Survey completion rates and results • Artifact from student-run organizations and events (including SVCs) • Meeting minutes/agendas that include student participation • Policies regarding student engagement in decision making • Sample learning reports and/or reflections of SE projects • Unit and curriculum maps, rubrics, assessment artifacts • Evidence of student work • Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Committee & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Creating an Environment of Respect and Rapport 3c. Encouraging Students to Learn
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HS 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

The majority of teachers were proficient or distinguished in classroom management (2c) on the REACH observations. Also in school misconduct is significantly lower than in previous years. With the implementation of the Restorative Justice program, students are given the opportunity to be reflective about their behavior, so we see fewer students repeating the same type of misconduct. Also because we publicly recognize students twice each year who exhibit the Essential 7 Values, student are more aware of their behavior. We did not rate a four because students said they did not feel safe on the 5 Essential survey. We are unsure if this is neighborhood safety or actually in the school.

Guide for Safety & Order

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/pdf)

Restorative Approaches to Discipline:

Score

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

1 2 3 4

We have drastically reduced the number of Out of School suspensions and even In School suspensions since we began Restorative Justice practices. All teachers were trained on Restorative practices and we are using them in the school. We have not been able to implement Peace Circles and Peer Juries as we hope to do in the near future

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

Parent and Family Partnership:

Score

1 2 3 4

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

We have a very strong PAC/BAC and ALSC involvement in our school. Our PAC hosts elementary school parents, invites guest speakers like Alderman Munoz and Commissioner Garcia as well as provides instructional workshops on domestic abuse amongst teens, how to support students as they transition to college, etc. Parents in PAC attend field trips, enjoy evening social events to promote parent collaboration and support. Parents are also encouraged to volunteer for field trips, attend assemblies, evening musical performances, use the school facilities and participate in courses offer on our campus through Enlace Chicago

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	
	<ul style="list-style-type: none"> ✓ 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
Suggested Evidence	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ 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 Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	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: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Instruction	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 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: 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
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
4	Expectations for depth & breadth of Student Learning: Instructional Materials	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					
50% completion of parent survey to begin data collection and increase parental involvement. Currently, we have no parent data and little involvement. Move safety from very weak to neutral by providing education for 90% of the student body regarding sexual harassment and teen dating violence through school wide awareness initiatives. Connect Tier Two students to BAM and WOW.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
201819 9th graders have not received Fall PSAT 8/9 report at this time. Moreover, without the class was without a principal, assistant principal, dean, history and math teachers for most of the first quarter of high school. They suffer from declining attendance, increasing cuts and tardies, and a high number of 1st quarter failures on their report cards.	(Blank)	93.00	80.00	90.00	92.00
PSAT 10 Annual Growth Measure					
On their past PSAT8/9 Spring 2018 report, we had 13% attainment; ERW meets was 32% and Math meets was 17%. Goal: 28% of Sophomores reach attainment; ERW meets will be 46% and Math 45%. (Math goal may be a stretch...reassess)	(Blank)	72.00	72.00	75.00	78.00
SAT Annual Growth Measure					
On their PSAT 10 Spring 2018 report, we had 3% attainment; ERW meets was 36% and Math was 6%. Goal: 58% of Juniors meet ERW benchmark. That is 38/65 students. 20% of Juniors meet math benchmark. That is 14/65 students. Attainment is also 20% of Juniors, 14/65 that meet both math and ERW benchmarks.	(Blank)	40.00	40.00	48.00	50.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
Would this be the 201819 Freshmen class? When would this begin?	(Blank)	(Blank)	45.00	47.00	50.00
African-American School Growth Percentile SAT11					
We currently do not have an African American cohort	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic School Growth Percentile SAT11					
The Hispanic cohort typically scores two to three points higher than the general population	(Blank)	44.00	47.00	50.00	52.00
English Learner School Growth Percentile SAT11					
We currently have an English Learner cohort for the first time. Many are ESL level 1.	(Blank)	(Blank)	10.00	12.00	20.00
Diverse Learner School Growth Percentile SAT11					
We currently have a Diverse Learner cohort for the first time. Most are three or more grade levels behind.	(Blank)	(Blank)	10.00	12.00	20.00

Percent Meeting College Readiness Benchmarks

Goal: Attainment is also 20% of Juniors, 14/65 that meet both Math and ERW benchmarks. Currently, 16.7% of the student body has reached attainment.	(Blank)	24.00	26.00	28.00	32.00
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Early College and Career Credentials Rate

Goal: 50% of our students in advanced placement classes and dual enrollment will receive credit. We will continue to introduce and set up working partnerships with the city colleges to support our students to enroll in dual credit courses. Goal: 15% of 11th and 12th graders will enroll in a dual credit course on campus as available.	33.00	20.00	30.00	40.00	45.00
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Freshmen On-Track Rate

At the end of Quarter 1, 9th graders have 89.65% attendance and 81% are on track. Goal is still 90% FOT. MTSS Tiers must be developed; strategies and incentives must be implemented.	96.00	93.00	93.00	94.00	95.00
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4-Year Cohort Graduation Rate

Goal: 90% seniors will graduate. Freshman retention goal is 90% and graduate on time in 2022.	71.00	76.00	78.00	80.00	85.00
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1-Year Dropout Rate

Goal: Maintain a 1% or lower drop out rate and continue to work with students to find alternative settings for them to complete their high school education.	2.00	2.00	3.00	1.00	0.50
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College Enrollment Rate

As we improve the college match program so that students are applying to colleges they are prepared to enter, we will see an increase in college admission and enrollment. Goal: 65% of graduating seniors, class of 2019, will enroll in a post secondary institution of learning.	56.00	50.00	55.00	60.00	70.00
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College Persistence Rate

Goal: Maintain a 60% college retention rate. Students continue to struggle to obtain financial aid and need support to navigate college funding for the second year. We plan to offer services to recent grads through our counseling department and partners.	71.00	60.00	70.00	72.00	75.00
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Average Daily Attendance Rate

The attendance rate continues to be a struggle. We need a 90% daily average to reach 90% for the end of the school year.	90.00	89.00	90.00	90.00	92.00
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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...

...then we see...

...which leads to...

design and implement, with fidelity, an operational framework for delivering data-informed instruction and proactive targeted	teachers and teacher teams identifying, supporting, and monitoring student achievement, adjusting systems, structures,	an increase in the Average Daily Attendance rate from 90.1% to 93%, an increase in the average student GPA from 2.51 to 2.75, an
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support for all students' academic, social and emotional, and health/wellness needs across our school

protocols, and content according to individual student needs, planning and facilitating universal (Tier 1) high-quality rigorous instruction and social-emotional support, and providing effective and efficient interventions for struggling and excelling students (Tiers 2 and 3) by routinely using the Problem Solving Process; administrators increasing teacher leadership capacity to lead continuous cycles of improvement; students improving their outcomes as measured through increased attendance rates and improved course performance

increase in the FOT rate from 94.4% to 96%, an increase in the Percent of Students Meeting College Readiness Benchmarks on the PSAT/SAT from 16.7% to 20%, and a rating of "Very Strong" on the Effective Leaders and Collaborative Teachers on the 5Essentials, My Voice, My School Survey

Tags:
MTSS, Attendance, SEL

Area(s) of focus:
1, 2

Action step	Responsible	Timeframe	Status
Review SY18 EOY Self-Assessment of MTSS (SAM) 2.0 with ILT and/or complete BOY SY19 Self-Assessment of MTSS (SAM) 2.0 with ILT to determine 2 - 3 specific core components of MTSS Framework to focus on during SY19 and SY20	Principal, Assistant Principal	Dec 3, 2018 to Jan 18, 2019	On-Track

Climate and Culture, Multi tiered systems of support, Accountability, Attendance

Utilize CPS MTSS Toolkit and Implementation Guide to develop MTSS action plan centered on improving specific, related essential elements for each MTSS component of focus, e.g. PSP1, C&I3, etc., based on results from EOY or BOY MTSS (SAM) 2.0	Principal, Assistant Principal,	Jan 7, 2019 to Jan 31, 2019	Not started
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Family and Community Engagement, Progress monitoring, Shared leadership, Problem solving process, Curriculum and instruction, Fidelity of implementation

Determine structure and cadence to support successful MTSS framework implementation with fidelity to include specific expectations and structures for teacher teams, e.g. GLTs, ILT, PLT, BHT, SCCT	Principal, Assistant Principal	Dec 3, 2018 to Jan 31, 2019	Not started
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Teacher teams, Mtss framework

Designate a MTSS Lead who ensures the MTSS framework is applied in school systems and structures, i.e., GLTs, ILT, PLT, BHT, SCCT etc.	Principal, Assistant Principal	Dec 3, 2018 to Dec 21, 2018	Not started
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Shared leadership

Develop a clearly articulated Menu of Interventions for both Academic and Social & Emotional Behavior support	MTSS Lead, Social Worker, Counselor, Dean	Jan 7, 2019 to Jan 31, 2019	Not started
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Sel menu of interventions, Academic menu of interventions

Establish clearly defined Tiering Criteria for assigning students Tier 2 and/or 3 interventions and supports, including exit criteria for each tier	MTSS Lead, Social Worker, Counselor, Dean	Jan 7, 2019 to Jan 31, 2019	Not started
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Sel tiering criteria, Academic tiering criteria

MTSS Lead/Team/ASPEN Champion facilitates professional learning refresher on MTSS Logger and/or professional learning on logging interventions using ASPEN	Aspen Change Champion, Principal	Nov 2, 2018 to Jan 31, 2019	Behind
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Mtss logger, Aspen sis

MTSS Lead attends district-facilitated MTSS professional learning based on school MTSS action plan and MTSS component foci	MTSS Lead, Principal, Assistant Principal	Jan 7, 2019 to Jun 21, 2019	Not started
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Professional Learning, Developing teacher leader capacity

Establish School Culture and Climate Team (SCCT).	Principal, Assistant Principal	Dec 3, 2018 to Jan 31, 2019	Not started
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Shared leadership, Teacher teams and structures

SCCT attends three cycles of District-facilitated PLC sessions; develops/updates, and implements action plan after each cycle through grade level team meetings	Principal, Assistant Principal	Dec 3, 2018 to May 31, 2019	Not started
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SEL, Grade level meetings, Culture and climate

Designated staff or staff volunteers complete a PSP cycle for a shared experience through department or grade-level team meetings using relevant protocols, e.g. ICEL/RIOT, Consultancy. etc.	MTSS Lead	Feb 4, 2019 to Jun 21, 2019	Not started
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Problem solving process

Starting with Week 11, (and every 5 weeks thereafter), progress monitoring data is shared at the teacher level, grade level, content, and counseling that contributes to a "State of the School" report	MTSS Lead, Grade Level Team Leads	Nov 5, 2018 to Jun 21, 2019	Not started
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Progress monitoring, Data analysis

Complete MOY MTSS (SAM) 2.0	MTSS Lead	Feb 1, 2019 to Mar 1, 2019	Not started
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Mtss evaluation, Fidelity of implementation

Complete EOY MTSS (SAM) 2.0	MTSS Lead	Jun 3, 2019 to Jun 21, 2019	Not started
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Mtss evaluation, Fidelity of implementation

Develop MTSS professional learning plan, and facilitate professional learning through Grade Level Team meetings, or all-staff meetings/PD sessions.	Principal, Assistant Principal, MTSS Lead	Dec 3, 2018 to Jun 21, 2019	Not started
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Strategy 2

If we do...

build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work

...then we see...

the creation of a school-wide culture of continuous improvement that supports risk-taking, adult professional learning aligned to clear instructional priorities, the use of multiple measures/types of data to drive instructional decision-making, Intentional and timely strategy and action plan adjustments, increased collaborative planning by teacher teams, improvement in teacher pedagogy around common powerful practices, and consistent student engagement in high-quality instruction

...which leads to...

an increase in the average student GPA from 2.51 to 2.75, an increase in the FOT rate from 94.4% to 96%, an increase in the Percent of Students Meeting College Readiness Benchmarks on the PSAT/SAT from 16.7% to 20%, and a rating of "Very Strong" on the Effective Leaders and Collaborative Teachers on the 5Essentials, My Voice, My School Survey.

Tags:

Cycles of professional learning, Instructional leadership team, Powerful practice

Area(s) of focus:

1, 2, 3

Action step	Responsible	Timeframe	Status
Recruit and select core academic department chairs, i.e. English, Math, Science, Social Science.	Principal, Assistant Principal	Nov 5, 2018 to Dec 21, 2018	On-Track
Department chairs			
Complete BOY ILT Effectiveness Rubric	Principal, Assistant Principal	Dec 3, 2018 to Dec 21, 2018	On-Track
Progress monitoring, Action planning			
Develop ILT Framework to include team purpose, norms, membership composition, SMART Goals (based on BOY ILT Effectiveness Rubric scores), SY19 foci	Principal, Assistant Principal	Dec 3, 2018 to Jan 31, 2019	On-Track
Mission and vision, Purpose, Ilt effectiveness			
Develop departmental framework to include: membership composition, department mission and vision, norms, SMART Goals, meeting calendar, professional learning foci, department chair expectations, department meeting expectations, unit plan expectations with submission schedule, meeting calendar	Principal	Nov 5, 2018 to Dec 21, 2018	On-Track
Norms, Smart goals, Mission and vision			
Core Academic and Counseling Department Leads facilitate completion of departmental frameworks	Department Chairs	Dec 3, 2018 to Jan 31, 2019	On-Track
Norms, Smart goals, Mission and vision			
Core Academic Department Leads attend the District-facilitated HS Summits focused on Cognitive Demand and Equitable Access to Content (Cycle 2 and Cycle 3)	Principal, Department Chairs	Dec 3, 2018 to Mar 8, 2019	On-Track
Professional Learning, Cycles of professional learning, Cognitive demand, Powerful practice planning, Equitable access to content			
Administration will facilitate professional learning for all teachers on TRU Dimension Framework with emphasis on Cognitive Demand and Equitable Access to Content	Principal, Assistant Principal	Dec 3, 2018 to Jan 31, 2019	Behind
Tru dimensions			
ILT will select Powerful Practice and/or instructional foci tied to Cognitive Demand and Equitable Access to Content, and develop action plan for implementation which include professional learning cycles with safe practice	Principal, Assistant Principal	Dec 11, 2018 to May 31, 2019	Not started
Cycles of professional learning, Safe practice, Professional learning plan, Powerful practice			
Select ILT Facilitator to lead work of the ILT for Q4, and for SY20.	Principal, Assistant Principal	Feb 4, 2019 to Apr 4, 2019	Not started
Shared leadership			

Facilitate Professional Learning sessions through department meetings aligned to powerful practices/instructional foci/strategies gleaned from Cycle 2 and Cycle 3 of the HS Summits aligned to Cognitive Demand and Equitable Access to Content

ILT Facilitator,
Department Chairs

Jan 7, 2019 to
May 31, 2019

Not started

Cognitive demand, Equitable access to content

Complete ILT EOY Effectiveness Rubric

ILT Facilitator

Jun 3, 2019 to
Jun 21, 2019

Not started

Progress monitoring, Continuous improvement

Plan scope of summer work for ILT and select departments

Principal, Assistant
Principal, ILT
Facilitator

May 6, 2019 to
Jun 21, 2019

Not started

Professional Learning, Developing teacher leader capacity

Strategy 3

If we do...

create and facilitate instructional tasks that are grade level-appropriate, are standards-aligned, challenge students' thinking, are highly engaging, connect to real world experiences, and invite all students to participate meaningfully in intellectual work

...then we see...

teacher teams collaboratively planning and implementing tasks that allow students to make sense of authentic intellectual challenges; students who are engaged in meaningful intellectual work, are able to think deeply, are committed to high-quality work, and are able to solve complex problems

...which leads to...

an increase in the SAT Cohort Growth Percentile from the 56th to 70th Percentile, an increase in the Hispanic Cohort Growth Percentile from the 61st to the 70th Percentile, an increase in the SAT Annual Growth Percentile Reading from the 50th to the 60th Percentile, an increase in the SAT Annual Growth Percentile Math from the 62nd to the 70th Percentile, an increase in the PSAT10 Annual Growth Reading Percentile from the 80th to the 90th Percentile, an increase in the PSAT 10 Annual Growth Math Percentile from the 15th to the 25th Percentile, an increase in the PSAT9 Cohort Growth Percentile from the 80th to the 85th, and an increase in the Percent of Students Meeting College Readiness Benchmarks on the PSAT/SAT from 16.7% to 20%

Tags:
Rigorous student tasks

Area(s) of focus:
3, 4

Action step

Core Academic Departments will review content/domain-specific professional readings, standards (i.e. CCSS, NGSS), and research-based curricular resources to discuss and to build consensus around rigor and intellectual challenge within each core content area.

Responsible
ILT Facilitator,
Academic
Department Chairs

Timeframe
Aug 5, 2019 to
Aug 30, 2019

Status
Not started

Ngss, Common core standards, Rigor within core content

ILT will develop a common understanding of rigor using professional readings, research-based for task complexity (e.g. Webb's DOK) TRU Dimensions of Cognitive Demand and Equitable Access to Content, standards aligned tasks (e.g. PSAT/SAT Questions or PSAT/SAT Domains & Dimensions), and insight from each core department to develop a cross-disciplinary instructional framework for rigor that specifically details expectations for rigor as it relates to task design by teachers, task implementation by teachers, and task engagement by students.

ILT Facilitator,
Academic
Department Chairs

Sep 3, 2019 to
Oct 4, 2019

Not started

Framework for rigorous student tasks, Task design, Task implementation

ILT will develop rubrics/look-for tools for classroom observations and task design aligned to instructional framework for rigor.	ILT Facilitator, Academic Department Chairs	Oct 7, 2019 to Nov 20, 2019	Not started
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Rubrics

Each core department will review common assessments (formative , summative), teacher-developed student assessments (formative, summative), and other samples of student work to identify gaps between desired state (instructional framework for rigor) and the current state for task design using task design rubric.	ILT Facilitator, Academic Department Chairs	Nov 26, 2018 to Dec 21, 2018	Not started
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Assessing the current state

ILT will engage in professional learning to design a process that will lead teachers in assessing current state of instruction with implementing rigorous student tasks and to progress monitor implementation and impact, e.g. Learning Walk, Instructional Rounds	ILT Facilitator, Academic Department Chairs	Jan 6, 2020 to Jan 31, 2020	Not started
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Progress monitoring

ILT will conduct Learning Walks or Instructional Rounds to identify gaps between desired state (instructional framework for rigor) and the current state for task implementation by teacher and task engagement by students using the classroom observation rubric/look-for tool.	ILT Facilitator, Academic Department Chairs	Jan 6, 2020 to Jan 31, 2020	Not started
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Assessing the current state

ILT will plan and implement cycles of professional learning to include safe practice cycles and peer observations with feedback, based on priority areas illuminated in the gap analyses from the classroom observations and task analyses.	ILT Facilitator, Academic Department Chairs, Principal	Feb 3, 2020 to Jun 26, 2020	Not started
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Cycles of professional learning, Safe practice

ILT will conduct quarterly Learning Walks or Instructional Rounds to gauge areas of strength and areas of growth to inform future cycles of professional learning and support.	ILT Facilitator, Academic Department Chairs	Mar 2, 2020 to Jun 26, 2020	Not started
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Learning walks, Instructional rounds

ILT will facilitate quarterly parent workshops that support parents and families to support their students with successfully engaging in challenging, intellectual work across all four core content areas.	ILT Facilitator, Academic Department Chairs	Oct 7, 2019 to Jun 26, 2020	Not started
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Parent and family engagement

Each core department will incorporate into their department frameworks vertical progressions that outline, for each grade-level/course, what students will be able to do as it relates content specific standards, work products, and rigor demands for students as speakers, listeners, readers, and/or writers.	ILT Facilitator, Academic Department Chairs	Apr 6, 2020 to Jun 26, 2020	Not started
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Vertical alignment, Vertical planning

Strategy 4

If we do...	...then we see...	...which leads to...
develop school-wide expectations for all staff	teachers conveying high expectations for all	an increase in the average student GPA from

and students around academic and SEL habits of mind aligned to a clear school mission and vision

students, implementing systems and structures that enable practice and perseverance for each individual student, and facilitating instruction tightly aligned to ; students adopting and utilizing an academic mindset, taking ownership of their learning, taking pride in their school and its unique academic and extra-curricular experiences, and increasing their level of engagement in the school community (inside and outside of the classroom) to yield an increase in attendance rates and a decrease in behavior referrals

2.51 to 2.75, an increase in the FOT rate from 94.4% to 96%, an increase in the Percent of Students Meeting College Readiness Benchmarks on the PSAT/SAT from 16.7% to 20%, and a rating of "Very Strong" on the Effective Leaders and Collaborative Teachers on the 5Essentials, My Voice, My School Survey.

Tags:
Culture of learning, School mission and vision

Area(s) of focus:
1, 3, 4

Action step	Responsible	Timeframe	Status
<p>ILT will facilitate professional learning around the Growth Mindset for adults and for students to build habits of mind conducive to engaging in increasing levels of intellectual challenge as professionals, and to supporting student to engage in increasing levels of intellectual rigor in their classrooms.</p>	<p>ILT Facilitator, Principal, Assistant Principal</p>	<p>Apr 8, 2019 to Aug 31, 2019</p>	<p>Not started</p>
Professional Learning, Growth mindset			
<p>ILT will develop common lessons to be implemented in classrooms with students during the first week of school, and quarterly, thereafter, on the Growth Mindset to build positive habits of mind in students and to build classroom cultures that support all students to engage in instruction that pushes them to engage in productive struggle.</p>	<p>ILT Facilitator, Principal, Assistant Principal</p>	<p>Apr 8, 2019 to Aug 31, 2019</p>	<p>Not started</p>
Growth mindset			
<p>Update school mission and vision that clearly articulates the unique experience Social Justice HS facilitates that connects the tenet of social justice to post-secondary success and civic engagement.</p>	<p>ILT Facilitator, Department Chairs</p>	<p>Apr 8, 2019 to Nov 1, 2019</p>	<p>Not started</p>
Mission and vision			
<p>Update current or develop new Behavior and Discipline plan/flow chart/expectations with a restorative approach that clearly outlines teacher/classroom expectations for behavior, SEL supports and interventions, and consequences aligned to the school's Essential 7 Values.</p>	<p>Dean, MTSS Lead, Grade level Team Leads</p>	<p>Dec 3, 2018 to Jan 31, 2019</p>	<p>Not started</p>
MTSS, Restorative practices, Behavior & discipline			
<p>Develop SOJO Habits of Mind framework aligned to the school's Essential 7 Values.</p>	<p>MTSS Lead, ILT Facilitator</p>	<p>select</p>	<p>Not started</p>
Culture of learning			
<p>Facilitate bi-monthly town halls that focus on recognizing student achievement, reminding students of pertinent grade-level and school-wide goals (e.g. GPA, Bs or Better, attendance), and building positive habits of mind (student-led and adult-led)</p>	<p>Student Voice Committee, Grade Level Leads, Counselor</p>	<p>Jan 7, 2019 to Jun 26, 2020</p>	<p>Not started</p>
Student voice, College going culture			
<p>Create and routinely update school and classroom splash with Bs or Better , and real-time data around post-secondary KPIs, GPA, college match, college enrollment, and college persistence.</p>	<p>Counselor, Upward Bound, PLT</p>	<p>Jan 7, 2019 to Jun 26, 2020</p>	<p>Not started</p>

Post-secondary, College going culture, B's or better

Design, purchase, and distribute school paraphernalia (e.g. bumper stickers, pennants, t-shirts,) that reinforce academic mindsets, positive behaviors, and student recognition aligned to the school's Essential 7 Values.	Art Teacher/AP Art Students, PLT	Jan 7, 2019 to Jun 26, 2020	Not started
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School splash, Student recognitions and celebrations

Reinforce current and develop new school rituals and ceremonies that are aligned to the school's mission and vision, celebrate school's history and creation, and that explicitly reinforce and showcase the school's Essential 7 Values.	MTSS Lead, School Culture and Climate Team	Jan 7, 2019 to Jun 26, 2020	Not started
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Student recognitions and celebrations

Revise grade-level capstone projects that create authentic student learning experiences around Social Justice	ILT Facilitator, Academic Department Chairs	May 1, 2019 to Oct 31, 2019	Not started
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Curriculum Design

Develop Social Justice Curricular Framework for all content areas/courses that articulates how each content area/course/grade-level explicitly engages students with themes of Social Justice through authentic learning experiences.	ILT Facilitator, Academic Department Chairs	Nov 4, 2019 to Jan 31, 2020	Not started
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Curriculum Design

Action Plan

Strategy 1

ON-TRACK

Review SY18 EOY Self-Assessment of MTSS (SAM) 2.0 with ILT and/or complete BOY SY19 Self-Assessment of MTSS (SAM) 2.0 with ILT to determine 2 - 3 specific core components of MTSS Framework to focus on during SY19 and SY20"

Dec 03, 2018 to Jan 18, 2019 - Principal, Assistant Principal

Status history



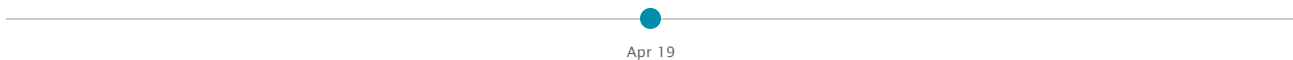
ON-TRACK Oct 25, 2018
Evidence

NOT STARTED Apr 19, 2018
Evidence
expected outcomes include increases in attendance

NOT STARTED
Utilize CPS MTSS Toolkit and Implementation Guide to develop MTSS action plan centered on improving specific, related essential elements for each MTSS component of focus, e.g. PSP1, C&I3, etc., based on results from EOY or BOY MTSS (SAM) 2.0"

Jan 07, 2019 to Jan 31, 2019 - Principal, Assistant Principal,

Status history



NOT STARTED Apr 19, 2018
Evidence
Increase in Bs or better

NOT STARTED
Determine structure and cadence to support successful MTSS framework implementation with fidelity to include specific expectations and structures for teacher teams, e.g. GLTs, ILT, PLT, BHT, SCCT"
Dec 03, 2018 to Jan 31, 2019 - Principal, Assistant Principal

Status history



NOT STARTED Apr 19, 2018
Evidence
increase in the number of students who meet or exceed benchmark scores

NOT STARTED
Designate a MTSS Lead who ensures the MTSS framework is applied in school systems and structures, i.e., GLTs, ILT, PLT, BHT, SCCT etc."
Dec 03, 2018 to Dec 21, 2018 - Principal, Assistant Principal

Status history



NOT STARTED Apr 19, 2018
Evidence
systems to measure accountability awareness and consistent follow through

NOT STARTED Develop a clearly articulated Menu of Interventions for both Academic and Social & Emotional Behavior support"
Jan 07, 2019 to Jan 31, 2019 - MTSS Lead, Social Worker, Counselor, Dean

Status history



NOT STARTED Apr 19, 2018
Evidence
increase in overall GPA

NOT STARTED
Establish clearly defined Tiering Criteria for assigning students Tier 2 and/or 3 interventions and supports, including exit criteria for each tier"
Jan 07, 2019 to Jan 31, 2019 - MTSS Lead, Social Worker, Counselor, Dean

Status history



NOT STARTED Apr 19, 2018
Evidence
Every five week report from teams

BEHIND
MTSS Lead/Team/ASPEN Champion facilitates professional learning refresher on MTSS Logger and/or professional learning on logging interventions using ASPEN"
Nov 02, 2018 to Jan 31, 2019 - Aspen Change Champion, Principal

Status history



BEHIND

Apr 19, 2018

Problem
Root Cause
Next steps

MTSS Lead attends district-facilitated MTSS professional learning based on school MTSS action plan and MTSS component foci"

Jan 07, 2019 to Jun 21, 2019 - MTSS Lead, Principal, Assistant Principal

Status history

Establish School Culture and Climate Team (SCCT)."

Dec 03, 2018 to Jan 31, 2019 - Principal, Assistant Principal

Status history

SCCT attends three cycles of District-facilitated PLC sessions; develops/updates, and implements action plan after each cycle through grade level team meetings"

Dec 03, 2018 to May 31, 2019 - Principal, Assistant Principal

Status history

Designated staff or staff volunteers complete a PSP cycle for a shared experience through department or grade-level team meetings using relevant protocols, e.g. ICEL/RIOT, Consultancy. etc."

Feb 04, 2019 to Jun 21, 2019 - MTSS Lead

Status history

Starting with Week 11, (and every 5 weeks thereafter), progress monitoring data is shared at the teacher level, grade level, content, and counseling that contributes to a "State of the School" report"

Nov 05, 2018 to Jun 21, 2019 - MTSS Lead, Grade Level Team Leads

Status history

Complete MOY MTSS (SAM) 2.0"

Feb 01, 2019 to Mar 01, 2019 - MTSS Lead

Status history

Complete EOY MTSS (SAM) 2.0"

Jun 03, 2019 to Jun 21, 2019 - MTSS Lead

Status history

Develop MTSS professional learning plan, and facilitate professional learning through Grade Level Team meetings, or all-staff meetings/PD sessions."

Dec 03, 2018 to Jun 21, 2019 - Principal, Assistant Principal, MTSS Lead

Status history

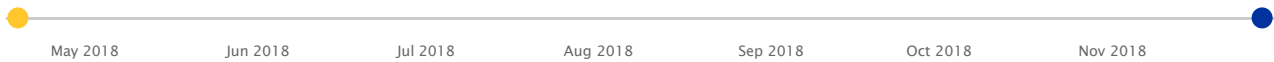
Strategy 2

ON-TRACK

Recruit and select core academic department chairs, i.e. English, Math, Science, Social Science."

Nov 05, 2018 to Dec 21, 2018 - Principal, Assistant Principal

Status history



ON-TRACK

Nov 28, 2018

Evidence

Students have been surveyed to determine what supports are needed to achieve academic, attendance, and social emotional success.

BEHIND

Apr 19, 2018

Problem

student performance and engagement

Root Cause

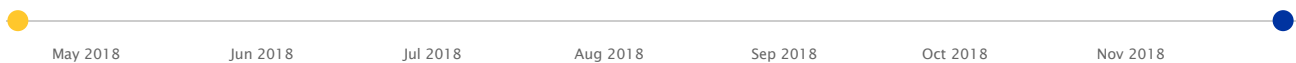
Next steps

ON-TRACK

Complete BOY ILT Effectiveness Rubric"

Dec 03, 2018 to Dec 21, 2018 - Principal, Assistant Principal

Status history



ON-TRACK

Nov 28, 2018

Evidence

Quarter 1:

School-wide recognition for A/B/ Honor Roll and students with 90% or higher attendance on board in the main foyer.

Students received smart cookies and a SOJO ink pen for honor roll, and gummy bears and a wrist band for their "beary" good attendance.

Grade level teams have developed attendance and academic incentives specific to grade levels.

Juniors and Freshman will pizza parties for 93% attendance.

Seniors: Locker recognition and a cultural experience field strip for meeting attendance and academic goals (senior on track).

Semester 1:

School-wide assembly will be held to acknowledge students for Honor Roll and meeting attendance goals of 90% and above.

Honor roll and attendance students will receive t-shirts and certificates.

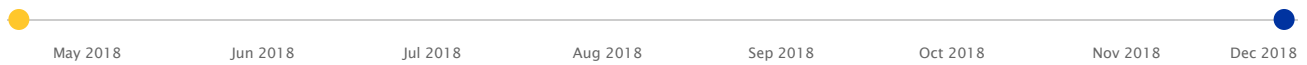
Parents will receive bumper stickers to acknowledge their students achievements.

Essential 7: Seven students selected and recognized for grade level for exhibiting one of the essentials.

BEHIND Apr 19, 2018
Problem
FOT Plan: 5 week FOT percentages
Root Cause
Next steps

ON-TRACK
Develop ILT Framework to include team purpose, norms, membership composition, SMART Goals (based on BOY ILT Effectiveness Rubric scores), SY19 foci"
Dec 03, 2018 to Jan 31, 2019 - Principal, Assistant Principal

Status history

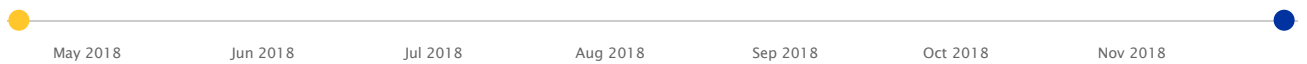


ON-TRACK Nov 29, 2018
Evidence
Youth Guidance BAM & WOW have groups running for Social Justice High School
Counseling Department has support groups running for Social Justice High School

BEHIND Apr 19, 2018
Problem
SOT Plan: 5 week SOT percentages
Root Cause
Next steps

ON-TRACK
Develop departmental framework to include: membership composition, department mission and vision, norms, SMART Goals, meeting calendar, professional learning foci, department chair expectations, department meeting expectations, unit plan expectations with submission schedule, meeting calendar"
Nov 05, 2018 to Dec 21, 2018 - Principal

Status history



ON-TRACK Nov 28, 2018
Evidence

BEHIND Apr 19, 2018
Problem
Root Cause
Next steps

ON-TRACK
Core Academic and Counseling Department Leads facilitate completion of departmental frameworks"
Dec 03, 2018 to Jan 31, 2019 - Department Chairs

Status history



ON-TRACK Nov 28, 2018
Evidence
Quarter 1:
School-wide recognition for A/B/ Honor Roll and students with 90% or higher attendance on board in the main foyer.
Students received smart cookies and a SOJO ink pen for honor roll, and gummy bears and a wrist band for their "beary" good attendance.
Grade level teams have developed attendance and academic incentives specific to grade levels.
Juniors and Freshman will pizza parties for 93% attendance.
Seniors: Locker recognition and a cultural experience field strip for meeting attendance and academic goals (senior on track).

Semester 1:

School-wide assembly will be held to acknowledge students for Honor Roll and meeting attendance goals of 90% and above.

Honor roll and attendance students will receive t-shirts and certificates.

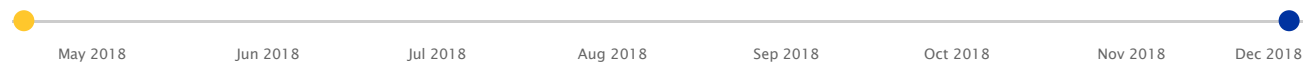
Parents will receive bumper stickers to acknowledge their students achievements.

Essential 7: Seven students selected and recognized for grade level for exhibiting one of the essentials.

BEHIND Apr 19, 2018
Problem
student performance and engagement
Root Cause
Next steps

ON-TRACK
Core Academic Department Leads attend the District-facilitated HS Summits focused on Cognitive Demand and Equitable Access to Content (Cycle 2 and Cycle 3)"
Dec 03, 2018 to Mar 08, 2019 - Principal, Department Chairs

Status history

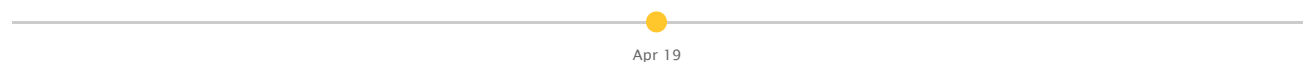


ON-TRACK
Nov 29, 2018
Evidence
Counseling department has presented on Time-Management, GPA calculation
We are in contact with Mujeres Latinas en Accion for DV and harassment presentations as well as with Youth Outreach to present on substance use and abuse- presentations have been pushed back due to school and presenter conflict.

BEHIND Apr 19, 2018
Problem
student performance and engagement
Root Cause
Next steps

BEHIND
Administration will facilitate professional learning for all teachers on TRU Dimension Framework with emphasis on Cognitive Demand and Equitable Access to Content"
Dec 03, 2018 to Jan 31, 2019 - Principal, Assistant Principal

Status history



BEHIND Apr 19, 2018
Problem
Honor the parents of honor students
Root Cause
Next steps

ILT will select Powerful Practice and/or instructional foci tied to Cognitive Demand and Equitable Access to Content, and develop action plan for implementation which include professional learning cycles with safe practice"

Dec 11, 2018 to May 31, 2019 - Principal, Assistant Principal

Status history

Select ILT Facilitator to lead work of the ILT for Q4, and for SY20."

Feb 04, 2019 to Apr 04, 2019 - Principal, Assistant Principal

Status history

Facilitate Professional Learning sessions through department meetings aligned to powerful practices/instructional foci/strategies gleaned from Cycle 2 and Cycle 3 of the HS Summits aligned to Cognitive Demand and Equitable Access to Content"

Jan 07, 2019 to May 31, 2019 - ILT Facilitator, Department Chairs

Status history

Complete ILT EOY Effectiveness Rubric"

Jun 03, 2019 to Jun 21, 2019 - ILT Facilitator

Status history

Plan scope of summer work for ILT and select departments"

May 06, 2019 to Jun 21, 2019 - Principal, Assistant Principal, ILT Facilitator

Status history

Strategy 3

Core Academic Departments will review content/domain-specific professional readings, standards (i.e. CCSS, NGSS), and research-based curricular resources to discuss and to build consensus around rigor and intellectual challenge within each core content area."

Aug 05, 2019 to Aug 30, 2019 - ILT Facilitator, Academic Department Chairs

Status history

ILT will develop a common understanding of rigor using professional readings, research-based for task complexity (e.g. Webb's DOK) TRU Dimensions of Cognitive Demand and Equitable Access to Content, standards aligned tasks (e.g. PSAT/SAT Questions or PSAT/SAT Domains & Dimensions), and insight from each core department to develop a cross-disciplinary instructional framework for rigor that specifically details expectations for rigor as it relates to task design by teachers, task implementation by teachers, and task engagement by students."

Sep 03, 2019 to Oct 04, 2019 - ILT Facilitator, Academic Department Chairs

Status history

ILT will develop rubrics/look-for tools for classroom observations and task design aligned to instructional framework for rigor."

Oct 07, 2019 to Nov 20, 2019 - ILT Facilitator, Academic Department Chairs

Status history

Each core department will review common assessments (formative , summative), teacher-developed student assessments (formative, summative), and other samples of student work to identify gaps between desired state (instructional framework for rigor) and the current state for task design using task design rubric."

Nov 26, 2018 to Dec 21, 2018 - ILT Facilitator, Academic Department Chairs

Status history

ILT will engage in professional learning to design a process that will lead teachers in assessing current state of instruction with implementing rigorous student tasks and to progress monitor implementation and impact, e.g. Learning Walk, Instructional Rounds"

Jan 06, 2020 to Jan 31, 2020 - ILT Facilitator, Academic Department Chairs

Status history

ILT will conduct Learning Walks or Instructional Rounds to identify gaps between desired state (instructional framework for rigor) and the current state for task implementation by teacher and task engagement by students using the classroom observation rubric/look-for tool."

Jan 06, 2020 to Jan 31, 2020 - ILT Facilitator, Academic Department Chairs

Status history

ILT will plan and implement cycles of professional learning to include safe practice cycles and peer observations with feedback, based on priority areas illuminated in the gap analyses from the classroom observations and task analyses."

Feb 03, 2020 to Jun 26, 2020 - ILT Facilitator, Academic Department Chairs, Principal

Status history

ILT will conduct quarterly Learning Walks or Instructional Rounds to gauge areas of strength and areas of growth to inform future cycles of professional learning and support."

Mar 02, 2020 to Jun 26, 2020 - ILT Facilitator, Academic Department Chairs

Status history

ILT will facilitate quarterly parent workshops that support parents and families to support their students with successfully engaging in challenging, intellectual work across all four core content areas."

Oct 07, 2019 to Jun 26, 2020 - ILT Facilitator, Academic Department Chairs

Status history

Each core department will incorporate into their department frameworks vertical progressions that outline, for each grade-level/course, what students will be able to do as it relates content specific standards, work products, and rigor demands for students as speakers, listeners, readers, and/or writers."

Apr 06, 2020 to Jun 26, 2020 - ILT Facilitator, Academic Department Chairs

Status history

Strategy 4

ILT will facilitate professional learning around the Growth Mindset for adults and for students to build habits of mind conducive to engaging in increasing levels of intellectual challenge as professionals, and to supporting student to engage in increasing levels of intellectual rigor in their classrooms."

Apr 08, 2019 to Aug 31, 2019 - ILT Facilitator, Principal, Assistant Principal

Status history

ILT will develop common lessons to be implemented in classrooms with students during the first week of school, and quarterly, thereafter, on the Growth Mindset to build positive habits of mind in students and to build classroom cultures that support all students to engage in instruction that pushes them to engage in productive struggle."

Apr 08, 2019 to Aug 31, 2019 - ILT Facilitator, Principal, Assistant Principal

Status history

Update school mission and vision that clearly articulates the unique experience Social Justice HS facilitates that connects the tenet of social justice to post-secondary success and civic engagement."

Apr 08, 2019 to Nov 01, 2019 - ILT Facilitator, Department Chairs

Status history

Update current or develop new Behavior and Discipline plan/flow chart/expectations with a restorative approach that clearly outlines teacher/classroom expectations for behavior, SEL supports and interventions, and consequences aligned to the school's Essential 7 Values."

Dec 03, 2018 to Jan 31, 2019 - Dean, MTSS Lead, Grade level Team Leads

Status history

Develop SOJO Habits of Mind framework aligned to the school's Essential 7 Values."

- MTSS Lead, ILT Facilitator

Status history

Facilitate bi-monthly town halls that focus on recognizing student achievement, reminding students of pertinent grade-level and school-wide goals (e.g. GPA, Bs or Better, attendance), and building positive habits of mind (student-led and adult-led)"

Jan 07, 2019 to Jun 26, 2020 - Student Voice Committee, Grade Level Leads, Counselor

Status history

Create and routinely update school and classroom splash with Bs or Better , and real-time data around post-secondary KPIs, GPA, college match, college enrollment, and college persistence."

Jan 07, 2019 to Jun 26, 2020 - Counselor, Upward Bound, PLT

Status history

Design, purchase, and distribute school paraphernalia (e.g. bumper stickers, pennants, t-shirts,) that reinforce academic mindsets, positive behaviors, and student recognition aligned to the school's Essential 7 Values."

Jan 07, 2019 to Jun 26, 2020 - Art Teacher/AP Art Students, PLT

Status history

Reinforce current and develop new school rituals and ceremonies that are aligned to the school's mission and vision, celebrate school's history and creation, and that explicitly reinforce and showcase the school's Essential 7 Values."

Jan 07, 2019 to Jun 26, 2020 - MTSS Lead, School Culture and Climate Team

Status history

Revise grade-level capstone projects that create authentic student learning experiences around Social Justice"

May 01, 2019 to Oct 31, 2019 - ILT Facilitator, Academic Department Chairs

Status history

Develop Social Justice Curricular Framework for all content areas/courses that articulates how each content area/course/grade-level explicitly engages students with themes of Social Justice through authentic learning experiences."

Nov 04, 2019 to Jan 31, 2020 - ILT Facilitator, Academic Department Chairs

Status history

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.

Parents will have opportunity to review and have input on the Parent Involvement Plan through the monthly PAC meetings, and the parents on the Advisory Local School Council form a sub committee for development of the Continuous Improvement Work Plan.

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

Greater Lawndale High School for Social Justice traditionally holds the annual meeting in September at Back to School Night to inform parents of NCLB participation. We also have an active PAC/BAC. Parents are informed of all upcoming events through flyers, automated phone dialing, person to person phone calls and the school website The PAC Organizational Meeting will be held September 20, 2018. Annual Principal meeting will be held in November 2018. .

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.

The Parent Advisory Committee meets monthly for enrichment and to discuss suggestions to improve the academic progress of the students. Their suggestions are reported monthly at the Advisory LSC meetings and the ALSC votes to approve any of their recommendations. To expand input from community and organizations like Enlace and others, the school will invite these groups to participate in LSC, PAC and other school meetings.

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

All students receive a copy of their state assessment performance. They are trained in understanding and interpreting their results. We also train parents on reading, interpreting and understanding state assessment performance data in workshops held throughout the year.

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.

We do not have any teachers who are not highly qualified; however, if we did have a teacher who was not highly qualified to teach a subject, we would definitely send the parent notification of the fact.

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.

At Back to School Night, at the State of the Schools Address meeting, PAC meetings, FAFSA Senior Night, conferences etc, parents receive training. Our Parent Advisory Committee regularly meets and invites guest speakers to build parent capacity in supporting their children academically as well as socially and emotionally. PAC parents also attend various parent development workshops outside the school and parent Meet and Greet events to get more parents involved in the schools' activities.

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.

Our Parent Advisory Committee regularly meets and invites guest speakers to build parent capacity in supporting their children academically as well as socially and emotionally. PAC parents also attend various parent development workshops outside the school and parent Meet and Greet events to get more parents involved in the schools' activities.

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.

Parent and teachers will partner in preparing students for successful post-secondary experiences by educating staff of the importance of Back to School Nights, Report Card Pick UP, Grade Level College Nights and other programs that bring parents into the school to partner with teachers and administration.

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.

All communications to parent whether written or through phone blasts will be presented in English and in Spanish.

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.)

Greater Lawndale High School for Social Justice is a reality because of the principles of social justice. Our belief in self-determination inspired a community to act on its convictions to affirm its right to a quality education. Through a system of support, guidance, and accountability, our students will graduate high school, be prepared for college and implement a post-secondary plan. Our students will cherish and preserve their ethnic and cultural identity, will serve and determine the future of our community, and will have a passion for peace, justice and the dignity of all people.

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

Parent and teacher conferences may be scheduled on any regular school day upon parental request, but built into the school calendar are two Teacher-Parent Conference Days, one in the first quarter and another in the third quarter of the school year.

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

Parents may view their child's progress daily through Parent Portal. However, the school will also provide Progress Reports every five weeks of school.

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

The school has Common Preparation Periods where all staff are free from 11:40 to 12:30. Parents may schedule to meet with teachers individually or may wish to simultaneously see a team of teachers who teach their child.

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 can request a "Shadow Day" where they follow their child's schedule throughout the day and have the opportunity to engage with all of their child's teachers.

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

Each child receives an agenda book where he can write daily assignments and parents can also check the work assigned. Every teacher sends home a syllabus with the scope and sequence and major assignments identified.

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

Parents can request a "Shadow Day" where they follow their child's schedule throughout the day and have the opportunity to engage with all of their child's teachers.
The school has Common Preparation Periods where all staff are free from 11:40 to 12:30. Parents may schedule to meet with teachers individually or may wish to simultaneously see a team of teachers who teach their child. Parents can also attend ALSC, PAC, BAC and State of the School Night to share their opinions about the direction of the school.

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

Greater Lawndale High School for Social Justice has a Student Voice Committee, a student representative on the Advisory Local School Council and students participate in Town Hall Meeting, surveys and most teachers allow students to craft the class rules. Students also are exposed to the Essential 7 Values (Unity, Respect, Self-Discipline, Excellence, Service, Honesty and Ownership and Prompt and Prepared) where one value is focused upon each month

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.

Goal 1: Increase amount of parents attending Parent Report Card Pickup to at least 60%.

Goal 2: Increase parental knowledge and capacity of parents to support student course performance to support a culture of Bs or Better at home.(e.g. share research with parents around course performance and GPA being most predictive indicators for college readiness, persistence, and success through graduation).(Priorities 3 and 4)

Goal 3: Increase parental knowledge and capacity around supporting positive habits of mind to include growth mindset (Priority 4)

Goal 4: increase parental knowledge and capacity around supporting struggling students or students who are excelling with enrichment as shareholders in a comprehensive, proactive, school MTSS framework.

Goal 5: Increase parental knowledge and capacity around supporting student success in core courses utilizing resources provided by the CPS Office of Teaching and Learning, and are aligned to the TRU Dimension Framework

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**

\$	400	.00
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52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

53405 **Supplies**

\$	700	.00
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In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.

53205 **Refreshments**

\$	300	.00
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Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

54125 **Consultants**

\$	300	.00
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For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

54505 **Admission and Registration Fees, Subscriptions and memberships**

\$	300	.00
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For Parents use only.

<p>54205</p>**Travel**

\$	400	.00
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Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

<p>54565</p>**Reimbursements**

\$	200	.00
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Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

<p>53510</p>**Postage**

\$	100	.00
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Must be used for parent and family engagement programs only.

53306 **Software**

\$	Amount	.00
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Must be educational and for parent use only.

55005 **Furniture and Equipment**

\$	Amount	.00
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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.