



David G Farragut Career Academy High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/15/2018	S. Heatley, A. Babb, M. McDowell, M. Tompkins, E. Brightwell, D. Mathis	Theory of Action and Strategies 1 & 3
02/22/2018	M. McDowell, S. Mares, E. Brightwell, C. Langford, A. Babb	SEF Review and Feedback
02/20/2018	A. Babb, M. Siemsen, M. Tompkins, V. Lopez, M. McDowell, J. Baldwin Glenn	SEF Review- Instruction, Curriculum, Instructional Materials

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

What have we done well in this category?

- 5Es says Instructional Leadership and Program Coherence STRONG
 - School has a coherent instruction program with learning targets for staff.
 - Learning is grounded in the CPS framework for teaching.
 - Principal directed time is focused and aligned to school priorities and goals.
 - Staff collaborated to revisit the school vision for learning and improvement (TIA) and choosing an upcoming Powerful Instructional Practice of Reading Apprenticeship .
 - More student voice is integrated with leadership through the SVC and its initiatives through steady communication with admin
- What criteria keep us from ranking ourselves a 4?
- 5Es says Teacher-Principal Trust (38 - Weak)
 - Teacher Influence (36 - Weak)
 - We have begun to do a better job capitalizing on the leadership skills of others within the building; few still carry a heavy load. More supports on teacher leadership skills like data analysis, meeting facilitation and progress monitoring are needed.
 - Integrating parents into the strong instructional leadership work more visibly/intentionally is needed

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	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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.

1 2 3 4

What have we done well in this category?

- Work is assessed as 3/4
- Communication is improved because work is being communicated through PLC's
- We have had a very clear focus this year
- We consistently use protocols
- ILT members give thoughtful and considerate pushback/feedback and it is taken into consideration.

What criteria keep us from ranking ourselves a 4?

- Still not enough shared leadership; it is improving, but still has room to grow
- There is little evidence of students and community co-driving practices. (Staff doesn't know about community groups that exist.)

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	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<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.

1 2 **3** 4

What have we done well in this category?
 -Using data and research to support opportunities for inquiry around best practices.
 What criteria keep us from ranking ourselves a 4?
 -Not a lot of differentiation based on teacher needs.
 -Peer observation is infrequent.
 -No plan for coaching/mentoring.
 -Not a lot of staff seek opportunities outside of the school building and teachers aren't always supported when they try to

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:

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

Score

1 2 **3** 4

What criteria keep us from ranking ourselves a 4?

What have we done well in this category?

- Majority of staff are scheduled such that they have time to collaborate with their course, department, and grade-level teams
- Teachers are involved in interviewing staff and the school uses an interview protocol
- Budget is aligned to priority groups as noted in CIWP (EL & DL)
- Principal conducts interviews to determine strategies to improve teacher retention.

Why are we not a 4?

- Some special education teachers are not able to attend all course and department meetings for subjects in which they teach.
- Teachers are not always available to assist in hiring interviews over the Summer

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ 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:

Score

1 2 3 4

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

What have we done well in this category?

- Current work assessed as 2/3
- Aligning units of instruction to scope and sequence
- Utilizing Big Ideas

What criteria keep us from ranking ourselves a 4?

- EL students are not receiving native language supports in some science and math courses.
- Not many opportunities for advanced learners to extended knowledge and skills.
- Not a lot of field trips/field-based learning opportunities for earlier students.

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:

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

Score

1 2 3 4

What have we done well in this category?

- We have materials in both English and Spanish
- Resource materials are readily available
- Farragut has a wealth of resources and technology that are varied and flexible and available to all teachers and lessons include grade-appropriate levels of texts; however, we are lacking support our highest and lowest level students in a regular classroom
- Units and

What criteria keep us from ranking ourselves a 4?

We need to improve in the following areas:

- 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.

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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & 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	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 ✓ UDL PD Modules ✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 2 **3** 4

What have we done well in this category?

- 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.

What criteria keep us from ranking ourselves a 4?

We need more growth in the following areas:

- 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.

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"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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 (SQRP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

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

Score

1 2 **3** 4

What have we done well in this category? (Low 3) -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 school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college. -Provide access to early college and career coursework and credential opportunities. - Teach students to analyze their transcripts, review test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, etc. Provide support and motivation to encourage B's or better and improving attendance. Create opportunities for students to explore college and career knowledge, mindsets. - Highlight alumni to promote postsecondary readiness, IB-DP informationals for college readiness programming and planning, IB-cafes, parent outreach for IB, -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

What criteria keep us from ranking ourselves a 4? Work towards establishing academic college readiness (i.e. SAT scores, non-remedial college placement), continuous action planning and interventions for college match and fit along with early awareness to increase college enrollment persistence rates. Involve more student analysis of college readiness test scores, provide more alumni college transition support and mentoring, increase parent buy-in and collaboration early on from freshmen year regarding student postsecondary planning.

-Best practices are intact; however, college persistence and college enrollment is still low.

Guide for Transitions, College & Career Access & Persistence

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Persistence/Identity 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 (CCSR, 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

What have we done well in this category? (Lower 3)

- Effectively communicate with students.
- Guide students to articulate the relevance of the objective(s) to learning.
- Anticipate possible student misunderstanding.
- 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.
- 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.

What criteria keep us from ranking ourselves a 4?

We are addressing but need to improve in the following areas:

- Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
- 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.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own

- questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

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

Score

1 2 3 4

What have we done well in this category?

- 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.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Work together on building common assessments within a department, course, or grade level team.
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.

What criteria keep us from ranking ourselves a 4?

- 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)
- 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.
- 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

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

Multi-Tiered System of Supports:

Score

1 2 3 4

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

What have we done well in this category?

-Core instruction uses formative data to address the needs of students; however, this usually takes place on a whole class level and not necessarily with individual students.

-Tier 3 students are identified and receiving supports.

-using data and the problem solving process to identify Tier 2 and 3 interventions and create action plans

What criteria keep us from ranking ourselves a 4?

-students are not always involved in the plans that are designed to support them.

-support and implementation still needs work (shared leadership)

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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

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

What have we done well in this category?

- consistent use of rewarding academic achievement and promoting a Bs or Better climate
- tutoring and mentoring support (CBOs)
- reduced amount of disciplinary actions this school year
- attendance incentives and attendance recognition (by student and grade level)

What criteria keep us from ranking ourselves a 4?

- the effort to improve classroom rigor while maintaining student engagement is difficult due to trying to manage challenging student behaviors (cuts, tardies, student apathy)

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 ✓ SIGI? Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<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 (enr.edu/sep) ✓ 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

What have we done well in this category?

- Trusting relationships with students are developed within classroom and outside supports like BAM, WOW, Gear Up, StepUp, Enlace, counselors, Social Worker, psychologist, attendance staff, women's group.
- Positive relationships are developed with parents and community: Parent University, LSC, Community events, coffee with principal, zumba classes, parent workshops for college, ROTC, parent-teacher conferences.
- Teacher-Teacher trust is neutral
- Staff involvement has remained consistent but plateaued in school-wide team sponsorship, clubs and extra curricular activities

What criteria keep us from ranking ourselves a 4?

- Teachers and staff playing multiple roles (teaching, leading teacher teams, accountable for non-classroom tasks) means that adults have access to students but that deeper, trusting relationships might be limited due to time
- There are limited internal resources for developing PD around supportive/caring staff-student interactions; network does not provide much support on how best to get this going
- Race and equity conversations have begun to occur, but with limited impact across the school's meetings, classrooms and admin table

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

Why did we give ourselves this score?

Developing civics curriculum where students engage with controversial and relevant issues in the classroom
 Service Learning is moving into the classroom consistently as well
 SVC identified issues that students may struggle with and generated events as possible solutions; SVC is active and meets consistently with admin to advocate for the work
 Law students are placed in internships within the community- Alderman's office, North Lawndale Employment Network
 Students used their own identities and experiences to develop projects that benefit themselves and the community, ex. the Know Your Rights forum in support of educating about immigration
 Voter registration drive 2 weeks ago
 Outreach to alderman's office and getting kids to vote

What have we done well in this category?

Development of Civics curriculum
 Development of Service Learning Coordinator
 Students becoming more informed voters (registration drive)

What criteria keep us from ranking ourselves a 4?

Students are working on leadership and developing other students to actively participate and leading events
 Education about candidates and the actual voting process
 Consistency with staff's flexibility and buy in
 Consistency with adult leadership of SVC and with student leadership

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"> ▪ IJVNS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCC) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ 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 2c. Engaging Students in Learning
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/HST Standards

Safety & Order:

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

Score

1 2 **3** 4

Why did we give ourselves this score?

OSS have drastically decreased due to large number of restorative conversations held between dean of discipline, security staff, counselors, mentorship groups, teachers, and peers.

What have we done well in this category?

Communicating the high expectations we have for our students pertaining to behavior and how to conduct themselves as Admiral students

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"> ✓ MYMS 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/sel)

Restorative Approaches to Discipline:

Score

1 2 **3** 4

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

What have we done well in this category?

- A team meets regularly to organize systems that support restorative environment.
- Families are contacted frequently and included in restorative practices.
- PD has been provided to train teachers on incorporating SEL practices into the classroom.
- Restorative practices are used on a daily basis in the SOS office.
- Systems are in place to encourage positive behavior (morning basketball, BAM, mentors, etc)
- Behavioral Reintegration Plans are used upon returns from OSS

Why are we not a 4?

- SEL skills can be improved in classrooms across the board.
- Communicate positive student behavior and progress with parents and staff (student logger is only used for negative interactions)

Guide for Restorative Approaches to Discipline

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

using consistent, restorative processes.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
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.

What have we done well in this category?

- Work assessed as a 3/4
- Beginning of the year event for families was more widely attended than preceding year; still room for growth
- Parent Portal sign up rates are rising as a school over time
- We have a functional BAC and PAC, and these committees help determine what classes and supports parents need
- GEAR UP and FAFSA workshops are being held at night and on weekends to help meet and accommodate parent schedules
- Parent University meetings (GearUp) have demonstrated increased attendance over time; still room for growth
- Beginning to focus parents meetings on academic advising/credit education and standardized assessment literacy for parents
- What criteria keep us from ranking ourselves a 4?
- Staff verbally share that phone number issues prevent more communication home; language is also cited as a barrier to communicating with families
- Robocall limitations (mid-year) have possibly dampened communication out

Guide for Parent and Family Partnership

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

- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗

Goals

Required metrics (Highschool)

16 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	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
We set our goals based on network recommendation, how this priority group performed last year, and in anticipation of strengthened instructional focus SY 18-20	(Blank)	50.00	60.00	70.00	80.00
PSAT 10 Annual Growth Measure					
We set our goals based on network recommendation, how this priority group performed last year, and in anticipation of strengthened instructional focus SY 18-20	(Blank)	52.00	60.00	70.00	80.00
SAT Annual Growth Measure					
We set our goals based on network recommendation, how this priority group performed last year, and in anticipation of strengthened instructional focus SY 18-20	(Blank)	60.00	65.00	75.00	85.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
We set our goals based on network recommendation, how this priority group performed last year, and in anticipation of strengthened instructional focus SY 18-20	(Blank)	(Blank)	60.00	65.00	70.00
African-American School Growth Percentile SAT11					
Our priority group denominator does not meet minimum requirements	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic School Growth Percentile SAT11					
We set this goal based on network recommendation, how this priority group performed last year, and in anticipation of strengthened instructional focus SY 18-20	(Blank)	61.00	63.00	65.00	70.00
English Learner School Growth Percentile SAT11					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner School Growth Percentile SAT11					
N/A	(Blank)	(Blank)	0.00	0.00	0.00
Percent Meeting College Readiness Benchmarks					

We set this goal based on network recommendation, realistic attainability (SMART), and in anticipation of strengthened instructional focus SY 18-20

(Blank)	17.00	20.00	22.00	25.00
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Early College and Career Credentials Rate

We set this goal after considering our current growth trajectory based on expansion of ECC options, and strategic resource allotment and Senior Leadership Team coordination efforts.

41.00	50.00	51.00	46.00	50.00
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Freshmen On-Track Rate

We set this goals based on network recommendation, realistic attainability (SMART), and in anticipation of proactive progress monitoring of student achievement and ongoing development of standards based grading practices.

85.00	83.00	85.00	87.00	90.00
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4-Year Cohort Graduation Rate

As we work on our grading policy/philosophy with staff, continue to improve Tier 1 core instruction and utilize online credit recovery, we believe we should see an increase in our graduation rate.

56.00	68.00	69.00	71.00	75.00
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1-Year Dropout Rate

As a high needs school with a number of students needing both academic and social emotional support on a regular basis, we have many supports in place to help our students stay in school. Based on our academic, social emotional and attendance interventions we currently have in place, we hope to see a decrease in our dropout rate over the next two years.

5.00	3.00	3.40	3.00	2.00
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College Enrollment Rate

With a large number of EL's who are undocumented, many students and parents don't see college as an option for their children. Financing college is also a huge barrier to most of our students. With our work around involving parents in the college decision, keeping parents informed about post-secondary opportunities (STARS scholarship) and the support of GearUp in our 9th, 11th and 12th grades next year, we hope to see increased college enrollment.

37.00	39.00	45.00	50.00	55.00
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College Persistence Rate

Once our students enter college, they are still faced with financial issues and culture shock. We are working with our Post-Secondary team to identify supports we can provide in high school to further support students in this transition. We also believe our partnership with One Goal, Urban Alliance and Genesys Works will help increase our students' persistence rate.

68.00	54.00	57.00	60.00	65.00
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Average Daily Attendance Rate

As a neighborhood school with a high number of students who enter into 9th grade with a high risk of truancy, we work diligently to communicate to both parents and students the importance of being in school everyday. We work to offer incentives for strong and/or improved attendance, and we have attendance clerks who hold parent conferences and complete home visits to re-engage students and bring them back to school.

88.00	86.00	90.00	91.00	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...

Teachers engage in professional learning cycles with a focus on the powerful practice of Reading Apprenticeship

...then we see...

Teachers encouraging inquiry, structuring student learning around text-based discussions, providing scaffolds and utilizing explicit reading-based metacognitive routines, and developing students disciplinary literacy across the core

...which leads to...

All students grappling with and constructing meaning around complex disciplinary texts through routines and scaffolds that support comprehension and analysis in order to construct oral and/or written arguments that defend a claim with sound evidence and explicit reasoning.

Achievement of all instructional-based SQRP Goals (P/SAT growth, achievement by sub group and whole school population)

Tags:

Ib, Literacy, Instructional

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Use TIA assessments and rubrics to progress monitor three times a year (BOY, MOY, EOY)

Department Chairs

Sep 3, 2018 to Jun 19, 2020

On-Track

Argumentative writing, Disciplinary literacy

Determine Cycle focus and sequence from book study of Reading Apprenticeship book (social dimension, metacognition) and build year-long plan for quarterly Cycles of Professional Learning

ILT Facilitator & AP

Jul 2, 2018 to Aug 24, 2018

On-Track

Reading apprenticeship, Metacognition, Professional learning cycles, Social and emotional climate

Train an additional 40 teachers during a NCS Summer Reading Apprenticeship Training

NCS Literacy Coach

Jul 2, 2018 to Aug 24, 2018

Completed

Disciplinary literacy, Reading apprenticeship

Leverage current and new cohort of RA teachers to provide initial RA training to all teachers during the beginning of the year PD.

RA Cohorts (1 & 2)

Aug 1, 2018 to Aug 31, 2018

Completed

Disciplinary literacy, Reading apprenticeship

Conduct Learning Cycles around Reading Apprenticeship: Including PD, professional reading, peer observation, data analysis, feedback and reflection.

ILT

Sep 4, 2018 to Jun 19, 2020

On-Track

ILT, Reading apprenticeship, Professional learning cycles

Use protocols to review student work to guide implementation of Reading Apprenticeship strategies within department PLCs and TCTs; Consider EL students' performance along new comer v long term EL status

ELPT & Dean of Instruction

Sep 4, 2018 to Jun 19, 2020

On-Track

English Learners, Looking at student work

Participate in Summer and Quarterly Instructional Leadership Team Institutes hosted by Network for College Success to see effective network-wide TIA work and bring ideas back to implement locally

ILT Members

Aug 20, 2018 to Jun 14, 2019

On-Track

Targeted instructional area

Teachers engage in reflection on own practice within Cycle and determine goals for improvement	All Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Targeted instructional area

Coordinate internal ILT work with Network's Instructional Core Effectiveness rhythm/expectations to ensure alignment	AP, DOI, P	Sep 4, 2018 to Jun 14, 2019	Completed
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Instructional focus

Communicate ILT's work with TIA and Reading Apprenticeship to LSC, BAC/PAC, and other parent stakeholder groups	AP	Sep 4, 2018 to Jun 14, 2019	Postponed
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Parent involvement

Include parents in ILT's work with TIA and Reading Apprenticeship through Learning Walks and data debriefs	AP	Feb 4, 2019 to Jun 20, 2019	Not started
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Parent involvement

Create visual campaign for TIA school-wide with common language (posters), rubrics, and student work exemplars.	DOI	Dec 31, 2018 to Jun 19, 2020	On-Track
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Targeted instructional area

Strategy 2

If we do...

Target, recruit and support incoming students' academic and SEL development for college pathway programming

...then we see...

Our school 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.

More students enrolled, engaged and on-track academically within the IB programme, CTE Law (pending additional CTE programs), and Civic Engagement over a four-year cohort.

...which leads to...

Students developing and engaging in early post secondary awareness, improved course performance grades 9-12, robust participation in post secondary preparation experiences, broadened access to Early College and Career Credit attainment, and significant increase of College Enrollment rates. (FOT, ECC, College Persistence, GPA)

Tags:

College Access and Persistence, Fot

Area(s) of focus:

2

Action step	Responsible	Timeframe	Status
Recruit and Retain MYP-DP Internal Baccalaureate Student Programming 9-12th Grade	IB Coordinator	Sep 4, 2018 to Jun 19, 2020	On-Track

Ib

Increase and maintain CTE Enrollment and 4-year Completion	CTE Teacher/s	Sep 4, 2018 to Jun 19, 2020	On-Track
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Specialized Academic Programs - CTE

Promote B's or Better across Grade Levels and with Special Population students	Administration	Feb 1, 2019 to Jun 19, 2020	On-Track
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Gpa, Priority subgroups

Coordinate end-of-year '18 GLT planning session for B's or Better 18-19	Assistant Principal/s	Jun 4, 2018 to Jun 22, 2018	On-Track
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Gpa

Facilitate Academic Post-Sec Programming and Partnerships (GL seminars, Internships, Postsecondary Readiness Programs)	Senior Seminar Teacher-College Coach	Sep 4, 2018 to Jun 19, 2020	On-Track
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Post secondary outcomes

Manage Graduation On-track across 4 Years	Counseling	Sep 4, 2018 to Jun 19, 2020	On-Track
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4 year graduation rate

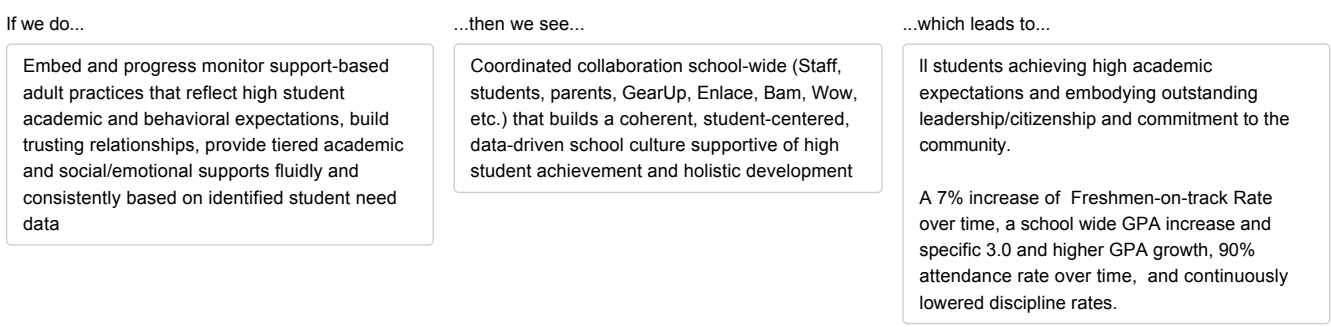
Embed College Readiness Pathways across grade levels to promote college and career ready students	Counseling-Postsecondary Coach	Sep 4, 2018 to Jun 19, 2020	On-Track
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College Access and Persistence

Promote participation in Civic Engagement	JROTC Commandant/Service for Learning Coach	Sep 4, 2018 to Jun 19, 2020	On-Track
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Responsible citizens

Strategy 3



Tags:
MTSS, Student engagement, Gpa

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
Create and vet a year-long plan that indicates coordination of CBOs, Discipline, Attendance Office, Culture & Climate & Counseling within GLT setting focused on tracking academic progress through kid talk or other protocols	AP's	Jun 25, 2018 to Aug 17, 2018	On-Track

Mtss team, Mtss process

Develop an SEL PD strand through the MTSS team that is implemented within GLT at least quarterly to support teacher learning and lesson planning on student SEL skill development	MTSS Lead	Jun 25, 2018 to Aug 17, 2018	Postponed
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Sel mtss, Culture and climate

Conferencing between teachers and students with all students moved into Tier 2 and Tier 3 supports (MTSS Teacher/Student Contract)	Grade Level Leads	Sep 4, 2018 to Jun 14, 2019	On-Track
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On track, Gpa, Goal setting

Create a quarterly letter to send home after progress reports and continuing every 10 weeks throughout the year. Letter template to be created within GLTs and outlining interventions for support	12th Grade Level Lead	Aug 20, 2018 to Jun 13, 2019	Behind
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Community mtss

RCPU Parent-Teacher meetings with students receiving Tier 2 and Tier 3 supports	Classroom teachers/Attendance Office	Sep 4, 2018 to Jun 14, 2019	On-Track
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Community mtss

Quarterly Parent-Teacher meetings with students receiving Tier 3 supports within school day OR Teacher-Directed PD days	Attendance, GLT Lead	Sep 4, 2018 to Jun 14, 2019	On-Track
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Data driven mtss grade level

ASPEN transition leads ("Change Champions") to provide PD to teachers for supporting their use with the new Student Information System	AP	Aug 6, 2018 to Jun 14, 2019	On-Track
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Mtss data

Participate in Quarterly Data Collaborative meetings hosted by Network for College Success and bring back learning for application in GLT student discussions (Tableau)	Data Lead	Sep 4, 2018 to Jun 14, 2019	On-Track
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Data driven mtss grade level

Read professional articles about effective data use within teacher meetings and classrooms; discuss and create action plan	Grade Level Leads	May 7, 2018 to Jun 14, 2019	On-Track
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Data driven mtss

Conduct "Who's in our building?" data dive (Pass the Torch grades 10-12) at BOY PD	AP	Aug 20, 2018 to Aug 31, 2018	Completed
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Grade interventions

Disaggregate and analyze grade data focused on priority groups: DL/EL/Af Am and action plan supports/interventions	SLT, English Language Program Teacher & GLT Leads	Sep 4, 2018 to Jun 15, 2019	Behind
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Data driven mtss grade level

Create team-based discussion around "In Pursuit of Equality, A Framework for Equity Strategies in Competency Based Education" by Chris Sturgis	AP, GLT Leads	Aug 20, 2018 to Jun 14, 2019	Not started
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Grading practices, Competency based learning

Utilize NCS On-Track Tool Kit and seek PD/Coaching supports for GLT leads as data-based facilitators of adult belief conversations	P, GLT Leads	Jul 2, 2018 to Jun 14, 2019	On-Track
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On-track, Teacher leaders

Continue to support and expand Standards Based Grading Pilot and share their learning with community at large

DOI

May 1, 2018 to Jun 14, 2019

Behind

Standards based grading

Determine school wide plan for 19-20 in anticipation of FCA transition towards upcoming state mandate (competency based grading with fidelity)

DOI/AP

Jul 2, 2019 to Aug 23, 2019

Not started

Competency based learning

Establish bi-weekly meetings of the Behavioral Health Team, led by the Head Counselor and will include representaives from CBOs, Discipline, Attendance Office, Diverse Learning Dept and Social Work to track and monitor progress of students in need of Tier III supports.

Lead Counselor

Oct 1, 2018 to Jun 21, 2019

On-Track

MTSS

Action Plan

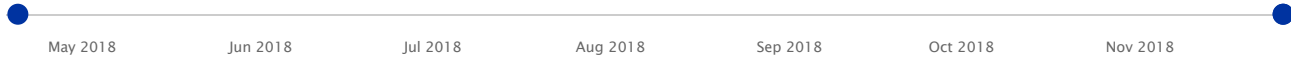
Strategy 1

ON-TRACK

Use TIA assessments and rubrics to progress monitor three times a year (BOY, MOY, EOY)"

Sep 03, 2018 to Jun 19, 2020 - Department Chairs

Status history



ON-TRACK

Nov 26, 2018
Evidence
Teachers gave BOY TIA assessment and results were analyzed in ILT in November 2018.

ON-TRACK

Nov 26, 2018
Evidence
BOY data has been collected and analyzed as of November 2018.

ON-TRACK

Apr 20, 2018
Evidence
TIA assessments are calibrated and complete, data is collected school-wide and analyzed in ILT/Depts/TCTs, growth in student literacy by 2020 (reading, analysis, writing)

ON-TRACK

Determine Cycle focus and sequence from book study of Reading Apprenticeship book (social dimension, metacognition) and build year-long plan for quarterly Cycles of Professional Learning"
Jul 02, 2018 to Aug 24, 2018 - ILT Facilitator & AP

Status history



ON-TRACK

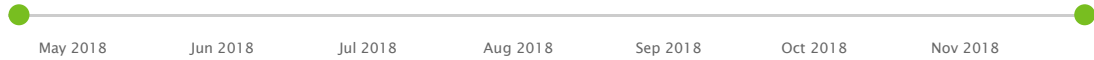
Apr 20, 2018
Evidence
Professional learning cycle and all components are plotted out by week in our Professional Learning Matrix.

COMPLETED

Train an additional 40 teachers during a NCS Summer Reading Apprenticeship Training"

Jul 02, 2018 to Aug 24, 2018 - NCS Literacy Coach

Status history



COMPLETED

Nov 26, 2018

Evidence

15 additional teachers attended during the summer which is a total of 20 total teachers officially trained for RA.

COMPLETED

Apr 20, 2018

Evidence

Summer RA training agendas/sign-ins

COMPLETED

Leverage current and new cohort of RA teachers to provide initial RA training to all teachers during the beginning of the year PD."

Aug 01, 2018 to Aug 31, 2018 - RA Cohorts (1 & 2)

Status history



COMPLETED

Apr 20, 2018

Evidence

Teachers complete training Agendas and teacher sign ins Facilitator's guide

ON-TRACK

Conduct Learning Cycles around Reading Apprenticeship: Including PD, professional reading, peer observation, data analysis, feedback and reflection."

Sep 04, 2018 to Jun 19, 2020 - ILT

Status history



ON-TRACK

Nov 26, 2018

Evidence

1st Cycle completed November 2018.

ON-TRACK

Apr 20, 2018

Evidence

Agendas Sign ins Professional learning cycle and all components are plotted out by week in our Professional Learning Matrix.

ON-TRACK

Use protocols to review student work to guide implementation of Reading Apprenticeship strategies within department PLCs and TCTs; Consider EL students' performance along new comer v long term EL status"

Sep 04, 2018 to Jun 19, 2020 - ELPT & Dean of Instruction

Status history



ON-TRACK

Dec 03, 2018

Evidence

We also use protocols this year in our ILT and PLC meetings to LASW. It is part of our learning cycle.

ON-TRACK

Apr 20, 2018

Evidence

TCTs document take aways from LASW protocols

ON-TRACK

Participate in Summer and Quarterly Instructional Leadership Team Institutes hosted by Network for College Success to see effective network-wide TIA work and bring ideas back to implement locally"

Status history



ON-TRACK Dec 03, 2018
Evidence
 As of November 2018, we have attended all NCS ILT meetings. These meetings inform our TIA and cycle work.

ON-TRACK Apr 20, 2018
Evidence
 100% ILT Participation in Institute (sign ins), FCA meeting agendas feature application of ideas

ON-TRACK Teachers engage in reflection on own practice within Cycle and determine goals for improvement"
 Sep 04, 2018 to Jun 19, 2020 - All Teachers

Status history

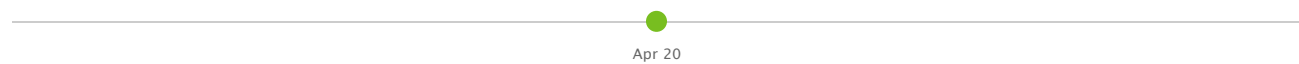


ON-TRACK Dec 03, 2018
Evidence
 Teachers reflect on own practice during cycle work with RA and TIA.

ON-TRACK Apr 20, 2018
Evidence
 Teacher surveys with reflection questions; ILT analysis of teacher feedback regarding cycle and goals for improvement

COMPLETED
 Coordinate internal ILT work with Network's Instructional Core Effectiveness rhythm/expectations to ensure alignment"
 Sep 04, 2018 to Jun 14, 2019 - AP, DOI, P

Status history



COMPLETED
 Apr 20, 2018
Evidence
 SMART goals between ILT and on ICE document are aligned, internal Learning Walks and Instructional Core Effectiveness visits coordinated

POSTPONED
 Communicate ILT's work with TIA and Reading Apprenticeship to LSC, BAC/PAC, and other parent stakeholder groups"
 Sep 04, 2018 to Jun 14, 2019 - AP

Status history



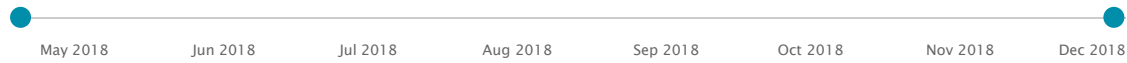
POSTPONED Oct 31, 2018
Problem
 We have shared our TIA and RA work with the LSC, but we have not yet presented to the BAC/PAC to the extent we would like.
Root Cause
 Our first PAC meeting was not well attended so we were waiting to get more parents to attend before presenting.
Next steps
 Present about the TIA and RA at next PAC/BAC on January 14th.
 Create informational posters on TIA and RA for our parents to place in the parent room by Spring 2019.

NOT STARTED

Include parents in ILT's work with TIA and Reading Apprenticeship through Learning Walks and data debriefs"

Feb 04, 2019 to Jun 20, 2019 - AP

Status history



NOT STARTED

Dec 03, 2018

Evidence

After we present to the PAC and BAC in January, we will invite parents to join us for a learning walk in the spring.

NOT STARTED

Apr 20, 2018

Evidence

Parents briefed before ILT Learning Walks and included in post-walk data debriefs

ON-TRACK

Create visual campaign for TIA school-wide with common language (posters), rubrics, and student work exemplars."

Dec 31, 2018 to Jun 19, 2020 - DOI

Status history



ON-TRACK

Apr 20, 2018

Evidence

TIA statement posters and rubrics posted in classroom and hallways, TIA exemplar student work posted in classrooms

Strategy 2

ON-TRACK

Recruit and Retain MYP-DP Internal Baccalaureate Student Programming 9-12th Grade"

Sep 04, 2018 to Jun 19, 2020 - IB Coordinator

Status history



ON-TRACK

Dec 03, 2018

Evidence

Two full classes of Honors MYP (one freshmen and one sophomore) on the DP Track, expanding DP course options for current cohort, identifying program gaps such as on-going progress monitoring of students' grades consistently, and providing improved supports. Bi-weekly meeting with DP lead through CPS for program support. Additional training for DP teachers and IB Coordinator. Increase IB recruitment within Feeder school community

ON-TRACK

Increase and maintain CTE Enrollment and 4-year Completion"

Sep 04, 2018 to Jun 19, 2020 - CTE Teacher/s

Status history



ON-TRACK

Dec 03, 2018

Evidence

Ongoing management of Law and Teaching rosters through teachers R. Morales and L. Whitesel. Collaboration with Mazur (programmer) and Argyelan (counselor) to monitor student success within courses and determine exit points, when necessary. Potential issue with GoCPS and Auto; awaiting resolution through T. Robles.

NOT STARTED

Apr 20, 2018

Evidence

Full CTE class enrollment matriculating year to year for full CTE Graduation Completion

ON-TRACK

Promote B's or Better across Grade Levels and with Special Population students"

Feb 01, 2019 to Jun 19, 2020 - Administration

Status history



ON-TRACK

Dec 03, 2018

Evidence

2 rounds of the new "Blue Crew" approach have been implemented. 9th - 67 / 153 = 43% of the Freshmen; 10th - 53 / 146 = 36% of the Sophomore; 11th - 59 / 172 = 34% of the Juniors; 12th - 57 / 172 = 33% of the Seniors. Need to focus in on creating a time for analyzing grade data with SLT and/or Admin team to determine trends within DL/EL/Af Am

ON-TRACK

Apr 20, 2018

Evidence

30% of each grade level maintaining a 3.0 or above by EOY, Increase of graduation on-track per grade level (Freshmen 95%+, Seniors 70%+ 4 year cohort graduation rate)

ON-TRACK

Coordinate end-of-year '18 GLT planning session for B's or Better 18-19"

Jun 04, 2018 to Jun 22, 2018 - Assistant Principal/s

Status history



ON-TRACK

Dec 03, 2018

Evidence

We met over the summer to plan with GLT leads and create a calendar with cycles of work through first semester. We will be continuing our 2nd semester work.

ON-TRACK

Sep 21, 2018

Evidence

GLT Retreat Agendas for Summer 2018; Professional Learning Cycle Matrix with GL cycle embedded (in progress).

NOT STARTED

Apr 20, 2018

Evidence

Freshmen 95%+ FOT, Half Cap Ceremony for Sophomores, 70% of 4-year cohort rising seniors on-track to graduate

ON-TRACK

Facilitate Academic Post-Sec Programming and Partnerships (GL seminars, Internships, Postsecondary Readiness Programs)"

Sep 04, 2018 to Jun 19, 2020 - Senior Seminar Teacher-College Coach

Status history



ON-TRACK

Dec 03, 2018

Evidence

Counseling and PLT meeting reviewing data and identifying interventions. Tiered intervention for Selective students application completion. Counseling/PLT will prep for less responsive services and move towards intentional, proactive interventions. Week of 11/5: college application, scholarship & FAFSA interventions from 8:30-10:15. Prepare to collect & review award letters with seniors during semester 2 and tabulate scholarship dollars. Rasmussen rep consulted with Counseling team and currently creating an additional plan for ECC expansion with Rasmussen.

ON-TRACK

Nov 30, 2018

Evidence

Gear Up and Enlace work has begun grades 9-12 for Naviance Completion of ILPs. Rasmussen Partnership proposal in creation currently with goal of launch Semester 2. Khan Academy and SAT Goal Setting underway through classes with admin support. Town Halls at 11 and 12 grade level under development for implementation before Winter break.

NOT STARTED

Apr 20, 2018

Evidence

On Par with Key Performance Indicators: 100% of one college application submission per senior (includes 100% match and fit application), 90%+ 3+ college applications, 100% FAFSA Eligible Completion, 100% of one scholarship application submission per senior, 90%+ 3+ scholarship applications, \$5 Million Scholarship cumulative dollars achieved for each annual graduating class, 100% Personal Statement Completion, 45%+ enrolling in college the Fall after graduation

ON-TRACK

Manage Graduation On-track across 4 Years"

Sep 04, 2018 to Jun 19, 2020 - Counseling

Status history



ON-TRACK

Dec 03, 2018

Evidence

Creating an alternative school referral list (database created, flyer in progress). Behavioral Health Team working to monitor students' effective connection to school and mitigating attendance and other SEL needs.

Counseling (Ortiz) and AP Langford is working on monitoring the 4 year cohort. Need more detailed learning about SQRP technicalities. Need to discuss the tracker and monitor consistently.

ON-TRACK

Apr 20, 2018

Evidence

95%+ FOT, Retain at minimum 75%+ 4 year cohort students, 90%+ internal graduation rate, 70%+ 4 year cohort graduation rate

ON-TRACK

Embed College Readiness Pathways across grade levels to promote college and career ready students"

Sep 04, 2018 to Jun 19, 2020 - Counseling-Postsecondary Coach

Status history



ON-TRACK

Dec 03, 2018

Evidence

Mazur created and team utilizing ECC tracker, promoting internships via Gear Up, GearUp/Enlace coordination of college partners to engage students grades 9-12, ILP modules being completed/supported grades 9-12 through teachers/Enlace/GearUp.

ON-TRACK

Apr 20, 2018

Evidence

-50%+ of students earning a college career credential by graduation (i.e. dual enrollment, JROTC, IB-DP), 50% of FCA student body across Grade Levels enrolled in a Postsecondary Readiness Program annually (i.e. Collegiate Scholars, Chicago Scholars, One Goal I/II, Urban Alliance, Chicago Builds, Genesys Works, etc.), Achieving KPI Benchmarks in Naviance (i.e. college exposure field trips, Individual Learning Plans, etc.), 100% of graduating seniors having a postsecondary plan

ON-TRACK

Promote participation in Civic Engagement"

Sep 04, 2018 to Jun 19, 2020 - JROTC Commandant/ Service for Learning Coach

Status history



ON-TRACK

Nov 30, 2018

Evidence

SL Coach Phelan collaborating with course teachers and others to coordinate unit-based SL projects and additional hours-based projects for students grades 9-12. RO students participating in Recruitment panels regularly in service of our community.

NOT STARTED

Apr 20, 2018

Evidence

"100% Service for Learning Classroom Project Completion (Freshmen and Junior GL); 40% of graduating seniors have completed 4 year JROTC Program with a grade C or better, Maintaining a school-wide student voice committee, maintaining a school-wide culture and climate team; Students are equipped with the confidence in their ability to implement and adapt their individual plan throughout their lives as they and the world around them change. This vision sees students as the architects of their own lives.(adapted from Creating Pathways to Success, Ontario)"

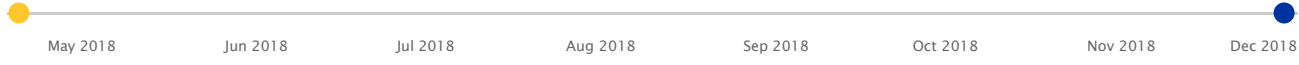
Strategy 3

ON-TRACK

Create and vet a year-long plan that indicates coordination of CBOs, Discipline, Attendance Office, Culture & Climate & Counseling within GLT setting focused on tracking academic progress through kid talk or other protocols"

Jun 25, 2018 to Aug 17, 2018 - AP's

Status history



ON-TRACK

Nov 30, 2018

Evidence

We have consensus on the skeleton of the GLT cycles and will stoplight/revise before each cycle to tailor based on what we learn and what teams need for improved implementation.

BEHIND

Apr 20, 2018

Problem

Detailed weekly plan for GLT work, meeting agendas, sign in sheets Leading rhythm example- Pull GLT leads in with above personnel once every 5 weeks; then, follow up with 3 weeks of student intervention, 1 teacher check-in and repeat

Root Cause

Next steps

POSTPONED

Develop an SEL PD strand through the MTSS team that is implemented within GLT at least quarterly to support teacher learning and lesson planning on student SEL skill development"

Jun 25, 2018 to Aug 17, 2018 - MTSS Lead

Status history



POSTPONED

Dec 04, 2018

Problem

Culture & Climate did not have clear outcomes and SEL teacher learning has been routed to occur through the MTSS Team. Originally, the work was going to be done through Culture & Climate; however, after developing the MTSS team this year this focus better aligned to this team.

Root Cause

No clear outcomes for Culture and Climate team and the team needs to meet at least three times over summer for planning purposes.

Next steps

MTSS is developing the focus of this work and will roll out Semester 2.

Culture and Climate Team will work on clear outcomes for this year.

NOT STARTED

Apr 20, 2018

Evidence

Culture and Climate agendas, GLT meeting agendas, continued lowered discipline rates

ON-TRACK

Conferencing between teachers and students with all students moved into Tier 2 and Tier 3 supports (MTSS Teacher/Student Contract)"

Sep 04, 2018 to Jun 14, 2019 - Grade Level Leads

Status history



ON-TRACK

Dec 03, 2018

Evidence

11/30 - 9th + 10th Moving forward with one on one teacher to student mentoring program. Wednesday 12/19 All GLTs will host an adapted Kid Talk protocol to include students in a Success Session. Student with 85% attendance or higher and with borderline grades of 55-59% and 65-69% will be invited to meet with their teachers to discuss present level of performance and be provided an intervention packet to be completed over the holiday break with the understanding that if completed the student will become on track to pass the course at the semester.

NOT STARTED

Apr 20, 2018

Evidence

Increasing school-wide On-Track rates (FOT 90%+) and GPA, Classroom pop-ins evidencing teachers' conferences and student goal setting

BEHIND

Create a quarterly letter to send home after progress reports and continuing every 10 weeks throughout the year. Letter template to be created within GLTs and outlining interventions for support"

Aug 20, 2018 to Jun 13, 2019 - 12th Grade Level Lead

Status history



BEHIND

Dec 03, 2018

Problem

Progress report letter 1 did not go out from GLT. The GLT cycles and the variance in the priorities in our cycle work this strategy never went out.

Root Cause

Next steps

NOT STARTED

Apr 20, 2018

Evidence

Increasing school-wide On-track rate (FOT 90%+) and GPA, Improving RCPU rates Nov/April to 65%+, Attendance rate at 90%

ON-TRACK

RCPU Parent-Teacher meetings with students receiving Tier 2 and Tier 3 supports"

Sep 04, 2018 to Jun 14, 2019 - Classroom teachers/Attendance Office

Status history



ON-TRACK

Dec 03, 2018

Evidence

Completed 11/15 at RCPU. 44 Parents attended intervention meetings. GLTs are using students from these interventions to drive PM sessions on 12/05/18

These will continue for each round of RCPU.

NOT STARTED

Apr 20, 2018

Evidence

Increasing school-wide On-track rate (FOT 90%+) and GPA, Improving RCPU rates Nov/April to 65%+, Attendance rate at 90%, teacher schedule, meeting

sign-in sheets

ON-TRACK

Quarterly Parent-Teacher meetings with students receiving Tier 3 supports within school day OR Teacher-Directed PD days"

Sep 04, 2018 to Jun 14, 2019 - Attendance, GLT Lead

Status history



ON-TRACK

Dec 03, 2018

Evidence

11/30 Attendance team is hosting regular meetings and completing home visits for Tier III students.

NOT STARTED

Apr 20, 2018

Evidence

Increasing school-wide On-track rate (FOT 90%+) and GPA, Improving RCPU rates Nov/April to 65%+, Attendance rate at 90%, teacher schedule, meeting sign-in sheets

ON-TRACK

ASPEN transition leads ("Change Champions") to provide PD to teachers for supporting their use with the new Student Information System"

Aug 06, 2018 to Jun 14, 2019 - AP

Status history



ON-TRACK

Dec 03, 2018

Evidence

Teachers were given Aspen practice time on the Staff PD day on 11/2. Teachers also utilized PLC meeting time 11/29 to play in the sandbox with Aspen. Not all staff have completed the tasks on Aspen, but the due date is 12/21/18.

NOT STARTED

Apr 20, 2018

Evidence

GLT agendas, Increasing school-wide On-track rate (FOT 90%+) and GPA

ON-TRACK

Participate in Quarterly Data Collaborative meetings hosted by Network for College Success and bring back learning for application in GLT student discussions (Tableau)"

Sep 04, 2018 to Jun 14, 2019 - Data Lead

Status history



ON-TRACK

Dec 03, 2018

Evidence

Principal Hammaker, AP Langford, FOT Lead Reyes, Counselor Argyelan, Data Specialist Silva, Dean of Instruction/IB Coordinator Brightwell all attended the To&Through Project summit on Tuesday 11/27/18. Their learning will be brought back to GLT's. Admin will be looking at Tableau together before winter break.

NOT STARTED

Apr 20, 2018

Evidence

Professional Learning Plans for 18-20, GLT agendas, NCS MOU

ON-TRACK

Read professional articles about effective data use within teacher meetings and classrooms; discuss and create action plan"

May 07, 2018 to Jun 14, 2019 - Grade Level Leads

Status history



ON-TRACK

Dec 03, 2018

Evidence

W10-W20 GLT Cycle of Learning includes professional texts that speak to the following themes of learning: Teacher Mindsets, High Expectations, Differentiated Learning, Teenage Brain Development. These themes were determined through the work of the MTSS team and will be supported and developed through the GLT cycle.

ON-TRACK

Apr 20, 2018

Evidence

GLT agendas, Increasing school-wide On-track rate (FOT 90%+) and GPA

COMPLETED

Conduct "Who's in our building?" data dive (Pass the Torch grades 10-12) at BOY PD"

Aug 20, 2018 to Aug 31, 2018 - AP

Status history



COMPLETED

Sep 21, 2018

Evidence

PD Feedback on google form from BOY PD regarding Pass the Torch. All grade levels participated.

NOT STARTED

Apr 20, 2018

Evidence

BOY PD Agenda, Risk/Opportunity-indicated student data (tracker), GLT's Targeted student Intervention lists, Increasing school-wide On-track rate (FOT 90%+)

BEHIND

Disaggregate and analyze grade data focused on priority groups: DL/EL/Af Am and action plan supports/interventions"

Sep 04, 2018 to Jun 15, 2019 - SLT, English Language Program Teacher & GLT Leads

Status history



BEHIND

Dec 03, 2018

Problem

Not enough time found in our schedule to make this happen. We have been focusing on rollout of Khan, ASPEN, and SAT data.

Root Cause

Competing priorities.

Next steps

9th GLT will begin to use the Tableau to analyze FOT data in real time starting 12/5 and will look at disaggregated data.

ILT will look at priority groups of grade data after Semester 1.

NOT STARTED

Apr 20, 2018

Evidence

Increasing school-wide On-Track rate (FOT 90%+), Attendance 90%, GLT meeting agendas

NOT STARTED

Create team-based discussion around "In Pursuit of Equality, A Framework for Equity Strategies in Competency Based Education" by Chris Sturgis"

Aug 20, 2018 to Jun 14, 2019 - AP, GLT Leads

Status history



NOT STARTED

Dec 03, 2018

Evidence

This professional text was shared with the GLT leads over the summer of 2018, but has not been built into the learning cycle for SY19 learning cycle with GLTs.

ON-TRACK

Apr 20, 2018

Evidence

Professional Learning Plans for 18-20, Meeting agendas w/text protocol, Gradebook shifts towards greater skills articulation, teacher beliefs shift away from compliance-based grading, BOY PD to include discussion of paper

ON-TRACK

Utilize NCS On-Track Tool Kit and seek PD/Coaching supports for GLT leads as data-based facilitators of adult belief conversations"

Jul 02, 2018 to Jun 14, 2019 - P, GLT Leads

Status history



ON-TRACK

Dec 04, 2018

Evidence

The freshmen GLT lead is coached/supported by both an NCS Freshmen Success coach and the Resident Principal. The sophomore and junior GLT leads are supported by AP Mathis and the senior GLT lead is supported by AP Langford. Principal Hammaker coaches admin to help them move the work forward, have difficult conversations and probe teacher mindsets.

NOT STARTED

Apr 20, 2018

Evidence

Professional Learning Plans for 18-20, GLT agendas, Increasing school-wide On-Track rate (FOT 90%+)

BEHIND

Continue to support and expand Standards Based Grading Pilot and share their learning with community at large"

May 01, 2018 to Jun 14, 2019 - DOI

Status history



BEHIND

Dec 04, 2018

Problem

A small cohort of teachers are piloting standards-based grading, but it has not grown bigger in the last two years.

Root Cause

Competing priorities with Khan, SAT, Aspen, etc. And based on gradebook audits, most teachers are compliance-based graders.

Next steps

We need to assess whether we want to cancel this action step or postpone until next year.

ON-TRACK

Apr 20, 2018

Evidence

Professional Learning Plans for 18-20, GLT agendas, Increasing school-wide On-Track rate (FOT 90%+)

NOT STARTED

Determine school wide plan for 19-20 in anticipation of FCA transition towards upcoming state mandate (competency based grading with fidelity)"

Jul 02, 2019 to Aug 23, 2019 - DOI/AP

Status history



NOT STARTED

Dec 04, 2018

Evidence

We are not scheduled to start this until Summer of 2019.

NOT STARTED

Apr 20, 2018

Evidence

Professional Learning Plans for 18-20, GLT agendas, Increasing school-wide On-Track rate (FOT 90%+)

ON-TRACK

Establish bi-weekly meetings of the Behavioral Health Team, led by the Head Counselor and will include representatives from CBOs, Discipline, Attendance Office, Diverse Learning Dept and Social Work to track and monitor progress of students in need of Tier III supports."

Oct 01, 2018 to Jun 21, 2019 - Lead Counselor

Status history

Dec 4

ON-TRACK

Dec 04, 2018

Evidence

BHT has been established. Bi-weekly meetings are held in the counseling suite. Referral processes is being established. Tracking spreadsheet has been created and is being used to effectively track the progress of interventions and supports.

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 I/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

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 and PAC facilitators will meet once a month to develop, review, and revise the NCLB Title 1 parental involvement plan and policy. Additionally, parents will be on the CIWP planning team to help develop policy, specifically the family and community involvement section. Parents will also be offered professional development opportunities throughout the school year (through both internal and external stakeholders, such as ENLACE, GEARUP, FCA Counseling Office, etc). Parents will also take other field trips to various professional development events in an effort to familiarize parents about best practice techniques in education, as well as, to inform them about how other schools are utilizing NCLB Title 1 funds. Announcements will be posted on the Farragut web site and fliers will be sent home.

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

Annual informational meeting will be held in September 18, 2017. The Farragut web site posts announcements, information about events, pictures of activities, invitations to parent meetings, and all academic news and dates to keep parents, community, and students updated in both English and Spanish. Parents attend monthly PAC meetings, where school related issues, programs and activities will be on the agenda. Participation is encouraged via web site, letters sent home, and marquee postings. The PAC chairperson will provide a meeting summary at LSC meetings and encourage attendees to bring friends to the next PAC meeting.
Title 1 Annual Meeting September 18, 2017 at 9:00am
Title 1 Organizational Meeting September 18, 2017 at 11:00am

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.

PAC meetings are held in our newly created "Parent Room" (Room 163) on a regular basis and we will continue this practice. An agenda and open forum gives families access to resources and information. Computers are also available for parent use in Room 163. School and community liaisons are available for parents at all times. Our PAC facilitators and administrators have an open door policy and parents are always welcome to attend local school council meetings to formulate suggestions.

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

State test results (currently PARCC/ACT/ACCESS and moving forward, PSAT/SAT) will be distributed to students, in division, to take home to review with their parents. Counselors will also have this information and will meet with individual parents by appointment. The school web site will remind parents that this service is available. PAC will also follow-up with a meeting addressing testing and how to interpret results. In addition, the Bilingual Lead Coordinator will host assemblies for students in the English Learners program to communicate expectations for ACCESS testing. The Bilingual Advisory Council (BAC) will communicate ACCESS scores and how to interpret results to parents during BAC meetings.

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.

Every effort will be made to hire "highly qualified" teachers, however, in the event that someone is not, then first we will confirm the status, and send the official CPS letters to the parents of the students being taught by that individual informing them of the teacher's credentials. We will follow procedures outlined by CPS.

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.

Farragut will assist parents by conducting a data meeting to inform parents of Common Core standards as well as familiarize them with state and local assessments including alternate assessments; parents will also be trained on how to use the parent portal when checking student progress. A good part of the training, conducted by counselors and teachers, will be devoted to analyzing students in regards to percentages verses grades. Parents will also be guided on how the data affects achievement for college readiness. The Attendance Team has also included Parent Portal conversations as part of every parent conference to streamline communication so that most parents are registered on Parent Portal and are receiving updates on grades through alerts set up in the system. The Diverse Learner department (Case Manager) will communicate alternate testing as well as accommodations for students who require additional supports in standardized assessments.

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.

PAC provides parent training and opportunities for parents to learn about academic support. Events are organized where parents receive advice on the best strategies for them to promote their child's academic progress at home. Parents will be urged to attend conferences and community activities that strengthen their contribution to educational success.

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.

Teachers meet biweekly to discuss and track student interventions to support student's academic success. They utilize Student Logger to update and gather data, as well as obtain parental contact information to call families to provide them with updates. Additionally, a select number of teachers and parents attend the NCLB Title 1 Conference and the Annual Bilingual Conference. A follow-up meeting between parents and staff will be scheduled to discuss things learned at the annual events. Another important facet is the way in which teachers communicate with parents. All teachers are expected to post grades regularly in their digital grade book and parents are trained on how to use those grade books during parent report card pick-up and during NCLB PAC meeting on TBD.

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.

Farragut has a Pre-K program that is thriving. Increasing efforts will be made to integrate parent activities with high school orientated meetings. Also Farragut will conduct more articulation meetings at the elementary level to encourage students and parents to get involved with Freshman Connection before students enter high school, as well as, have students and parents meet with college counselors to discuss their four year plans. Our staff, and administration, will attend community events as well as high school fairs to discuss transitioning to high school to better support the needs of our students and their families.

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.

Farragut's website is an important source of communication between home and school. It is available in both English and Spanish. All announcements and information for parents is posted in both English and Spanish. This keeps the parents current and updated on any changes in school schedules or activities. In addition, the marquee in front of the school will inform parents and community of events and dates in both English and Spanish. We will also distribute letters home when needed through postal mail, or through student distribution.

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.)

Farragut Career Academy's mission is to empower students to become life-long productive thinkers and responsible citizens through challenging curricula emphasizing community and global awareness.

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.

Freshman Orientation June 2018
 Open House, September 2018
 Parent Conferences on School Progress (Report Card Pick-up) November 2018 and April 2019

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

Farragut will provide progress reports at 5 week intervals by mailing reports home. Parents will pick up grades at Farragut on CPS scheduled report card pick-up dates and at the end of the 1st semester. Parents will also be trained on how to use Parent Portal so that they could monitor their child's progress on a weekly/daily basis. The frequency of these reports will enable parents to intervene if and when the student is not meeting expected goals.

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

The school website will enable parents to communicate directly with the classroom teacher. Parents will have access to staff during two report card pick-up conference days, and by appointment during the school year. Teachers will be available for conferences during freshman orientation and open house. Teachers are also encouraged to call homes regularly to keep students on track and to modify behavior when needed. Teachers are also free to meet with parents during their preparation periods. In addition, we will host Parent Nights and Parent Cafes for our 12th grade students to provide additional supports for post-secondary preparation.

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

Parents are encouraged to be active participants in their child's learning process and social development by volunteering their services to: assist in the library, attendance office; monitor hallways; serve as translators; chaperone field trips and sports activities; and assist with student projects and special events. Radio announcements and school website will announce planned activities and encourage parents to participate.

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

FCA will increase parent involvement by forming a parent organization team that will work to increase parent participation. We will offer workshops that will help parents understand the expectations of a successful education. Sessions will empower parents and familiarize them with the tools and support needed to assist in their child's learning.

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

Parent outreach will consist of a parent leadership team that will meet at scheduled times (at least once monthly) to address the needs of parents and school. Because GearUp will be supporting 9th, 11th and 12th grades next year, we will utilize our GearUp parent representative to continue to bring in new parents and engage them in the weekly activities we offer to parents. PAC, Bilingual Parent Council, and LSC will work to increase attendance at parent/student events, workshops, field trips, and social gatherings, in addition to participation in decision-making at the school level. Parents will attend conferences and share new ideas for programs that they would like to see at FCA. The school will offer parent classes in English, computer skills, and other subjects as determined by parent surveys and suggestion. The school will give parents a greater voice. In addition, parent/student field trips to colleges will be increased to encourage enrollment in higher education

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

Students will review their grades in Grade Book, thus empowering them to take responsibility for tracking their own progress. Incentives offered by community partners and FCA will inspire students to strive for high achievement.

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.

In order to support our students success in their post-secondary endeavors, we must provide the necessary tools to parents so we can strengthen our partnership in ensuring academic success for all of our students. We will be providing parents with access to online software to increase their own academic skills so they can support their children at home with academic supports. In addition, we would like to expose our parents to the post-secondary process by attending college campuses, providing guest speakers to discuss the college process- including how to apply to colleges, the facts about the financial aid process, etc. We also want to encourage parent participation at the meetings by offering incentives, such as refreshments and materials. We also want to provide training to parents so they can support their child's social-emotional development so our students can focus on their academics.

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

\$	Amount	.00
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53405 **Supplies**
In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.

\$	1648	.00
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53205 **Refreshments**
Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.

\$	400	.00
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54125 **Consultants**
For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)

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

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

\$	200	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

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

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

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

\$	4000	.00
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