



Gage Park High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/14/2018	Ball, Fuqua, Peri	Review Previous CIWP
02/21/2018	Ball, Fuqua, Peri	Review Previous CIWP
02/28/2018	Ball, Fuqua, Peri	Develop CIWP team
03/14/2018	Ball, Fuqua, Peri, Daniels, Trojan, Lawrence, Cruz, Martinez, Dunphy	Review SQRP, review previous CIWP, identify SEF priorities
03/20/2018	Ball, Fuqua, Peri, Daniels, Trojan, Lawrence, Cruz, Fuqua, Martinez, Dunphy, Ruiz, Ocegüera	SEF Priorities
03/22/2018	Ball, Fuqua, Peri, Daniels, Trojan, Lawrence, Cruz, Martinez, Dunphy, Ruiz, Ocegüera	SEF Priorities
04/03/2018	Ball, Fuqua, Peri, Daniels, Trojan, Lawrence, Cruz, Martinez, Dunphy, Ruiz, Ocegüera	Supporting Evidence
04/05/2018	Ball, Fuqua, Peri, Daniels, Trojan, Lawrence, Cruz, Martinez, Dunphy, Ruiz, Ocegüera	Supporting Evidence
04/10/2018	Ball, Fuqua, Peri, Trojan, Lawrence, Cruz, Martinez, Dunphy, Ruiz, Ocegüera	Supporting Evidence
04/17/2018	Ball, Trojan, Lawrence, Cruz, Martinez, Dunphy, Ruiz, Ocegüera	Goals/Strategies
04/18/2018	Ball, Trojan, Lawrence, Cruz, Martinez, Dunphy, Ruiz, Ocegüera	Strategies
04/24/2018	Ball, Trojan, Lawrence, Cruz, Martinez, Dunphy, Ruiz, Ocegüera	Strategies

04/24/2018

Ball, Lindo, Rodriguez

Parent Plan

04/25/2018

Ball, Lindo, Rodriguez

Parent Fund

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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- Posters and expectations are posted throughout the school
- Town Hall meetings are conducted with the community, parents, and staff, and students regards to the mission vision, and state of the school
- Quarterly assemblies are conducted for students that are part of our S.W.A.G. (Students with Academic Growth) Club that meet the criteria of having 95% or higher attendance, a C or higher in all content area, and less than one behavioral infraction; student also receive incentives
- Every five weeks during weekly flex meetings Teachers meet with their course teams to develop tiered interventions for academics. GPHS MTSS document is a transparent resource that is used throughout all departments for all stakeholders to stay informed about interventions for particular students for attendance, discipline and social/emotional learning shared by the attendance the attendance clerk, external partners, and Deans
- Teachers meet twice a week for course team meetings, once a week for staff flex meetings, once a week for ILT meetings, and bi-weekly for departmental meetings
- ILT members lead professional development meetings; ILT members, also known as Teacher ambassadors lead department meetings
- Administration developed a long-term goals using the SQRP calculator to increase our overall SQRP goal for SY17-18
- Teachers used a protocol from CPS Knowledge Center to develop long/short term goals for REACH using the CPS Framework for Teaching, specifically for Domain 4A by reflecting on SY16-17 scores
- Data analysis of quarterly interim data and "on-track" reports are used to track academic growth and develop action plans to close the achievement gap with Diverse and English Language learners
- Teachers create bi-weekly beta- assessments using Academic Approach to gauge student mastery and develop corrective action plans for students that did not master the standards
- The results from our Instructional Core walk became the foci for the school specifically on Agency, Authority and Identity to increase student engagement, agency, and identity

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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- ILT leads professional development based on the results from instructional learning walks
- ILT practice strategies before introducing it to the staff to be able to provide support to colleagues
- ILT conduct on-going learning walks to determine if the implementation of strategies are effective
- If strategies were ineffective, the ILT will provide additional professional development to staff
- ILT developed a mission and vision for the team in addition to the learning cycle
- ILT represents all specialties and content areas except for a Diverse Learner Teacher
- Agendas have norms, times, previous items, clear actionable steps, persons responsible and next steps (follow-up)
- Appropriate protocols are used such as the AAI look for tool, data wise analyses protocols, PQS, etc. to conduct learning walks
- Interim data and student work using the LASW protocol is analyzed to close the EL/DL achievement gap and to increase student growth and attainment with all students
- ILT team meets weekly, every Tuesday
- All team members are required to share out, ask questions, practice using strategies, reflect on student work, analyze data, and plan professional developments
- Team members are reading a professional text, entitled, "Mindset" to promote a growth mindset with staff as well as with students
- ILT keeps staff informed regularly using the data from performance management meetings, learning walks, MTSS, and interim data

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	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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- A Professional Development calendar was developed in August to address topics aligned to areas for improvement, based on student, school, and teacher performance data (SAT scores, WIDA descriptors, SQRP data, REACH ratings). This calendar is updated throughout the year, and new areas for Professional Learning from teacher surveys, school performance data, and feedback from District Instructional Core visits at BOY and MOY.
- Department teams meet Monday and Friday with content area coaches from Atlantic Research Partners around scope and sequence, alignment of standards, objectives, and assessment. ARP coaches provide teachers support "safe practice" opportunities to try new strategies and grapple with implementation of core initiatives through PQS classroom observations and one on one feedback sessions.
- Instructional staff meet each Wednesday from 3:00pm to 4:00pm for Professional Development sessions on a wide range of topics; (assessment literacy, data analysis, MTSS, cultural competency, supporting students with trauma, et al. In addition, ARP leads data analysis PDs on the results from interims and benchmark exams the last Wednesday of each month.
- Grade levels meet bi-weekly without administration (unless requested) to co-plan, assign and track Tier 2 and Tier 3 MTSS interventions in a "safe space."
- ILT members meet weekly with administration for Professional Development on critical areas of focus for the school, in order to develop expertise and learn best practices, to serve as exemplars and change agents of instructional practice. To increase teacher leadership Instructional Leadership members facilitated PD on two school wide focus areas (AAI and Rigor), as well as MTSS, reading strategies, and Google classroom.
- In order to monitor implementation of initiatives such as AAI, Accountable Talk, and Rigor, ILT members conducted multiple rounds of learning walks and provided feedback during grade level meetings.
- Staff are encouraged to identify and attend Professional Development inside and outside of the district, and share these practices with colleagues in Departmental and Grade Level meetings.
- One major area of growth for GPHS is new teacher orientation, onboarding, and mentoring. While teachers informally work with newly hired teachers, no formal processes or structures are in place to support these new staff members on an ongoing basis.

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

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- School day is organized in a way that supports staff development and planning time more than it supports student's academic growth or progress toward graduation. Teachers have 100 minutes of prep time daily, while Resource, Seminar, and Colloquium classes are non-credit bearing courses, making it harder for students to accrue credits toward graduation, and have less educational value/impact than academic electives.
- GPHS partners with several organizations that serve our students, teachers, and community a variety of ways.
 - o Umoja- Umoja partners with schools to increase graduation rates and reduce violence among Chicago's youth, through college readiness, social and emotional learning, and restorative justice.
 - o Gads Hill – Health services firm that provide mental health, truancy, and other interventions to support students at risk or in crisis.
 - o Instituto – Instituto del Progreso Latino is nonprofit organization that works focuses assisting education, training, and employment services. At GPHS they lead daily classes for community members and parents around learning English and seeking employment, and have partnered with the administration to establish a Nursing program and BNA course for 11th and 12th grade students.
 - o Lynch Foundation- SEL partner that leads Quiet Time with students twice daily; evidence-based Transcendental Meditation (TM) program that targets at risk populations to promote calm dispositions, cognitive capabilities and performance in life.
 - o BuildOn – Service Learning partner creates and leads community service projects for Gage Park students.
 - o Youth Job Center - Provides training and support to youth, working with employers to result in successful and lasting job placements.
 - o City Year – AmeriCorps program provides full time Impact Managers that use monitor student progress to better meet student needs, engaging in one-on-one and small group instruction in ELA and math with embedded social-emotional supports, establishing whole school activities that improve conditions for learning along with engaging families and inspiring civic engagement.
 - o BAM - BAM offers youth weekly group sessions during the school day and uses cognitive behavioral therapy to help youth slow down in high-stakes situations.
 - o Atlantic Research Partners – Our main SiG grant partner, ARP coaches lead department level meetings twice weekly, and lead Flex time meetings with all staff once a month to analyze student data and provide professional development. APR coaches also conduct classroom observations and give one on one feedback to teachers to promote professional growth.
- Gage Park has been extremely active, and effective, in applying for and securing grants for the school, most notably the 5 million dollar SIG grant which has two years remaining after SY18. Additionally, we have an Advanced Placement grant,
- Awarded CTE funding to build our fledgling Nursing program, with Allied Health I beginning in SY19.
- Student Voice Committee awarded thousands of dollars in grant funding from MIVKA Challenge and the Department of Social Science and Civic Engagement.
- GPHS must create a "hiring team" and develop collaborative practices for identifying, interviewing, and hiring new staff.
- Family and Community Engagement Specialist continues to vitally important work in recruitment, outreach, and engaging community members as partners and resources.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<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:

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

Score

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Score: 2

- Teachers examine formative data within grade-level and content-area groups in order to determine mastery and pacing. Teachers discuss pacing as it relates to lesson planning and essential content delivery.
- Teachers meet weekly in content-area groups to discuss bi-weekly "Beta" assessments and how student scores support lesson planning, skill building, and strategy usage.
- Diverse learners have various opportunities to demonstrate core knowledge and skills within the classroom through differentiated assessments and group-based, skills-based project learning activities.
- ELL and ESL students are able to work with specialists who use native language development standards in addition to content standards for lesson and assessment differentiation.
- School integrates field-based learning through partnerships with institutions such as City Year, the Transcendental Mediation program, Umoja (restorative justice program), and Gadshill social services program.
- Teachers offer culturally relevant curriculum to students with various novel studies in English literature and language courses as well as Civics and Spanish courses that celebrate students' cultures, communities, histories and languages.
- School offers advanced learners programs that help to extend core knowledge of skills such as Advanced Placement courses (AP English Language & Composition, AP Psychology, AP Spanish, & AP World History) and core Honors courses.
- Teachers collaborate on lesson planning, skills, building and strategy usage in weekly Flex meetings.

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 InstructionEffective LeadersCollaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none">✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy✓ CPS Literacy Scope and Sequence✓ CPS Math Scope and Sequence Guidance✓ Digital Citizenship Curriculum✓ K-12 Financial Literacy Guide✓ Personal Finance 3.0 Course✓ Physical Education Scope & Sequence✓ Health Education Scope & Sequence✓ Interdisciplinary African & African American Studies Curriculum✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

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

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- Lesson plans include the use of various media including but not limited to computer, chromebooks, document cameras, StarBoards
- One computer available for every student and laptop carts available across departments
- Technology not used to its fullest extent ie. Conducting research, creating visuals / diagrams for relaying information, student presentations etc.
- Integration of small group instruction / station based learning not consistently used
- Lessons require teachers to identify Lexile of reading to be used and tiered students to focus on – however not apparent during instruction
- Aside from graphic organizers, more strategies needed for expression of knowledge
- Students lack choice in accessing knowledge or have difficulty in doing so without being taught skills to do so.
- Hands on / Problem based learning seen but not used with frequency across departments.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

- Mission statement is posted throughout the school conveying high learning expectations
- We have a school wide definition of rigor that is posted throughout the school
- Gads Hill truancy officer, Clarissa, works with chronically truant and tardy students
- Ms. Gutierrez, the attendance team and City Year constantly communicate with and assist students who have attendance issues
- Assignments in gradebook are aligned to content or practice standards
- Lesson plans include tiered vocabulary

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction
	2b. Establishing a Culture for Learning
	3b. Using Questioning and Discussion Techniques
	3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look for Observation Tool ✓ Checking In: Do Classroom Anticipations Reflect Today's Higher Standards? ✓ Student Work Protocol (SQIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

- There is no designee to mitigate the adverse effects experienced by some students in transition.
- Procedures need to be in place to provide sustained summer learning experiences to minimize learning loss and support key transition periods.
- Upward Bound, the post-secondary department, as well as school counselors are partnered with students in order to provide transition support and follow-up.
- Better communication needs to be made in order to keep parents aware of academic opportunities and supports for their child.
- College tours and fairs are provided to students in order to discover personal talents and skills.
- The school needs to provide access to 8th grade Algebra to all eligible 8th grade students. This course was offered years ago with a partnership with nearby Elementary school.
- School is in the process of providing course catalogs for incoming students, as well as coursework for college opportunities.
- Umoja, Build-On, and Job Corps is available to engage all students in academic and personal behaviors.
- Students have assistance with selecting colleges and post-secondary opportunities using Naviance and school counselors.
- The post-secondary team assists students with applying to multiple colleges and navigating financial aid and scholarship opportunities.
- The post-secondary teams should continue to help students and families learn about CTE pathways.
- Support for undocumented students is necessary in order that students of all qualifications levels are more likely to graduate from college.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success

and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.

- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b, Establishing a Culture for Learning
CPS Performance Standards for	C1, Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Presenting college plans from meeting entry ✓ 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:

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

Score

1 **2** 3 4

- Effective range of pedagogical approaches are evident in:
 - o UBD's which incorporate a variety of student engagement initiatives
- Effective communication with students has been a focus this year with the introduction of:
 - o Accountable talk stems for classroom discussion as evidenced by learning walks and informal observations
 - o Lesson plans that include objectives that are connected to relevant, real life content
 - o Small group instruction allow for students to explain content to their peers
 - o Jigsaw activities that allow for students to explain content to their peers
- Questioning and discussion techniques are intentional to deepen student understanding:
 - o Lesson objectives tied to Tier 3 and 4 of Webb's DOK as evidenced by learning walks and informal observations
 - o Across content areas students are regularly required to cite textual evidence to support and develop claims as evidenced by learning walks and informal observations
 - o Students utilize Accountable Talk stems that are posted in every classroom to formulate questions and respectfully challenge each other's arguments
- Students are engaged in learning through:
 - o Lesson plans that address the accommodations for the students with IEPs in the class
- Teachers monitor the effect of teaching through formative assessment by:
 - o Conducting bi-weekly "beta assessments" tied to Common Core standards across the disciplines to:
 - ? Identify scoring trends across the standards
 - ? Identify scoring trends among students
 - o Formulate corrective action plans to adjust instruction to focus on standards that students are struggling with
- Teachers persist in adjusting instruction to individual student needs by:
 - o Meeting in grade level teams to identify and respond to trends among individual students across content areas
 - o MTSS document to monitor the effectiveness of interventions taken by classroom teachers

Guide for Instruction

- o **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- o **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.
- o **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.
- o **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.
- o **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*.
- o **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.
- o **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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

1 2 3 4

- Teachers use multiple measures to supplemental district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
 - o Weekly BETA Assessments
 - o Teacher created formative assessments
 - o Informal assessment
- Teachers use screening, diagnostic, and progress monitoring assessments to correctly identify specific gaps
 - o ACCESS Testing
 - o SAT/PSAT Testing per interim
 - o Weekly BETA Assessments
 - o Teacher administered formative & summative assessments
- Teachers have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
 - o Weekly BETA assessments analyzed in weekly department meetings twice a week
 - o Corrective action plans designed in weekly department meetings
 - o Gradebook audits
 - o MTSS Data Spreadsheet for FOT, SOT, and JOT
 - o Student PSAT/SAT Data Growth Charts are updated per interim
- Teachers improve and promote assessment literacy
 - o Teachers create weekly BETA assessments in weekly department meetings
- The school has invested in resources to improve the quality of formative assessments
 - o Academic Approach
 - o Atlantic Research Partners
- Teachers use common protocols and calibrate on scoring and grading in teacher teams
 - o Department grade weights
- Teachers somewhat have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - o Teachers 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.
 - ? Individual Learning Plan (ILP) letters are sent home for failing students via mail.
 - ? Teachers contact the parents of failing students and document communication in Verify
 - ? Parent Portal is available for parents to log in and view students' academic progress
 - ? Open houses
 - ? Town Hall meetings

Guide for Balanced Assessment & Grading

- o **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.**
- o **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)**
- o **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).
- o **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	<ul style="list-style-type: none">✓ Examples of a variety of teacher created and teacher selected assessments✓ Units and lesson plans with formative and summative assessments embedded in a long term plan✓ Evidence of assessment data analysis for the purpose of planning✓ Assessment calendar✓ Examples of gradebooks✓ School's grading policy✓ Grade distribution reports (course success rates)
Measures	✓ SGRF Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	2.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	✓ CPS Balanced Assessment Framework & Assessment Models
	✓ Assessment Design Toolkit
	✓ Teacher Made Assessment Basics
	✓ Grading principals and guidelines
	✓ Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 3 4

- Teachers persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.
 - o Bi-weekly MTSS grade level meetings allow grade level teachers to intervene with struggling students in a timely and effective way.
 - o Corrective action plans created in weekly department meetings demonstrate how teachers make effective impromptu adjustments that individualize instruction for students when formative assessments show a need for invention or enrichment.
 - o Corrective action plans are used as progress monitoring data to trace effectiveness of interventions and student response to intervention.
- Teachers customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs
 - o Professional development meetings centered around strategies to increase student agency, identity, and authority have been presented during FLEX meetings.
 - o ILT Team has observed student-centered classrooms that promote student agency.
 - o REACH Observations demonstrate how each student has the opportunity to advance upon demonstrating mastery
 - o Honors / AP classes, self-contained classes, ESL 1, ESL 2, Communications, co-taught classes, and bilingual classrooms ensure that all learners' needs are taken into account when designing core classes
- Teachers provide universal SEL instruction/strategies to promote a positive school climate where all students social and emotional growth is being addressed.
 - o UMOJA seminar classes
 - o Referrals by grade level teams to external related service providers:
 - ? Mr. Wood (social workers)
 - ? Gads Hill
 - ? Becoming a Man
 - ? Girls Group
 - ? Upward Bound
 - ? Build On
 - ? City Year
 - ? SGA
 - ? Southwest Organization Program
 - o Hoot Bucks
 - o CPS Student Code of Conduct Handbook
- Freshmen, sophomore, and junior teachers work in On-Track grade level teams during bi-weekly meetings to provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism
 - o Hot 15 List
 - o Truancy Officer (Clarissa)
 - o Joel Rodriguez (community outreach)
- Tier 2 and 3 - Teachers, RSPs, and external partners are teamed to plan and monitor targeted student support and SEL support for all students through the support of:
 - o School social worker (Mr. Wood)
 - o School psychologist
 - o City Year's targeted tutoring groups and mentees
 - o Gad's Hill social-emotional support team
 - o Umoja staff for additional SEL support
 - o BuildOn
 - o Meeting in grade level teams to identify individual student needs and determine appropriate partner for referral

Guide for Multi-Tiered System of Supports

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

A culture for learning is characterized by a school atmosphere that reflects the educational importance of the work undertaken by both students and staff. It describes the norms that govern the interactions among individuals about the mindsets (e.g. ability/confidence to grow with effort), academic behaviors (e.g. attending classes, completing assignments), the learning strategies and skills, the value of perseverance despite challenges and obstacles, and the general tone of the school. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and that it is essential to "get it right." There are high expectations for all students. The classroom is a place where teachers and students value learning and hard work, and students take visible delight in accomplishing their work. Staff believe they can make a difference, that their hard work is the fundamental cause of student achievement, and are invested in student outcomes.

Score

1 2 **3** 4

- Utilize strategies to encourage daily and timely attendance by having the Hot 15 students who have poor attendance, Suzy/Mr. Shepard go to their houses if students who are chronically absent.
- Clearly display school-wide expectations for academic and personal success throughout the building: School wide bulletin boards updated monthly, college and career information, SAT and PSAT posters around the building, Posters saying the slogan, "On time, on track, and on a mission" displayed around the building.
- Set high expectations according to grade-appropriate learning objectives: Grade level meetings happen weekly, department meetings happening biweekly.
- Teach a growth mindset that over time with effort and practice, students can learn and succeed: Professional Development around growth and fixed mindsets, ILT is reading a book titled "Mindsets" 2nd edition.
- Employ strategies including ongoing monitoring and support of students' academic behaviors: At Gage Park, we created an MTSS document where teachers monitor students' progress, grades, developing Tier interventions, and provides access to other programs such as Attendance, City-year, etc. are doing to help assist students.
- Tell/ show students what they have done well (through positive reinforcement) for example through having Hoot Bucks (school wide money provided as an incentive) which give privileges or prizes for students who have a certain amount of hoot bucks. Teachers give these hoot bucks when students displays content knowledge, as praise for classroom behaviors, or reaching expectations. Students also have S.W.A.G 95-C club which gives recognition to students with A-B honor roll. Students have a S.W.A.G Assembly which recognizes student achievement and good grades for all the school to see. They are also taken on a field trip at the end of the quarter as an incentive.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

- Develop trusting relationships with students so each student has at least one trusted adult in the school: Student Voice committee has assigned teacher mentors and student mentors for students. It is in the process of being enforced.
- Train and coach staff to understand diversity and bias, and to engage families and communities that the school serves: At Gage Park, during Flex meetings teachers and staff had a meeting on Cultural Competency and bias. Teachers approached topics such as student stereotypes based on race and gender. Teachers also took a Harvard Implicit Bias test. Joel Rodriguez works with S.W.O.P to engage parents in the Parent Advisory Committee, and Ms. Ruiz works with the BAC, Bilingual Advisory Committee to involve parents from different backgrounds in their child's education.
- Develop a shared leadership structure that allows staff to work together toward school improvement: Gage Park has an ILT group of teachers from different departments lead PDs and meetings with the rest of the teachers. Walkthroughs are done by teachers to give feedback to teachers in their instruction. CIWP is also coming together to work on curriculum and goals for the coming school year.

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	<ul style="list-style-type: none"> Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

- Civics and Social Studies focus on elections and political structures.
- Students are expressing viewpoints and considering competing viewpoints on current issues in discussions and debates in Civics, Social Sciences, Spanish, ESL 1, ESL 2, Communications 3, English.
- Professional development on school staff assumptions.
- Professional development on teachers presenting one instructional strategy to peers and selecting one strategy from those presented to implement in a set timeframe.
- Student Voice Committee (emerging)
- Dreamers Group (emerging)
- Not evident: students become informed voters. Variety of school/classroom activities that support student voter preparation. Students learning about community, city, state, and national civic leaders and their roles. Students gain tools to work cooperatively with peers, community members and organizations to advance a selected cause.

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 ▪ Artifact from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 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

- Arrival, dismissal, and other school-wide expectations are safe, efficient, and orderly: Gage Park has security guards in each floor, City Year (external partner) is outside in the morning to help students enter the building, Safe Passage helps students coming in the school safely and leave the school safely. Visitors report that Gage Park Hallways are free from traffic, or students roaming during periods.
- All adults use active supervision (move, scan, interact) in all settings: For example, at Gage Park all teachers are expected to stand outside their classroom doors to help student transition in between classes. Teachers are given yellow folders with emergency directions and with locations and rosters for their classes. Fire drills, emergency drills, lockdowns, are practiced throughout the year. There are evacuation plans, for each floor and emergency codes posters with an acronym (ELSA) which stands for evacuation, hard lockdown/soft lockdown, shelter in place, and All clear. These two posters are displayed in each classroom, The SIP poster is also in each classroom, with a shelter in place location given to each room number.
- Students are included in key conversations about their learning and work with principal and staff to identify issues and implement solutions: At Gage Park, there is a Student Voice committee which led a PD on mental illness and other issues students face on a daily basis. They are assigning teacher and student mentors for all the students in the building. They are led by Mr. Wiley to address issues they have with school policies or bullying. There is a Dreamer's club led by Ms. Ocegüera which helps students learn about immigration and have attended conferences to colleges to learn about services and opportunities.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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.

Score

1 2 3 4

- Phone policy clearly stated.
- Intervention providers, attendance and administration meet weekly on student’s behavior and attendance.
- GPHS Norms are clearly stated and are present in the hallways and in each classroom.
- Teachers have class competitions that reinforce positive behavior.
- Out of school suspension occurs as a last resort after meeting with student, intervention providers, deans, parent meetings and in school suspension.
- Hoot bucks in order to promote positive behaviors.
- Behavior and attendance contracts assist students in managing their behavior and attendance.
- Have in place a comprehensive MTSS document that tracks students’ needs for social, emotional, behavioral growth, and those who currently have D’s and F’s. The document is divided by grade level, referrals to intervention providers and external providers

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.

- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Support 2b. 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.

- The entrances of the school have welcome banners; students are shown in the main entrance banner on the outside.
- Honor Roll recognition ceremony. Allow parents to come into the school and see how well their children are doing in school. Helps parents feel welcome.
- BAC (Bilingual Advisory Committee) held a meet and greet with parents after the Honor Roll Ceremony in order to recruit parents.
- Joel Rodriguez (Family and communication specialist) has various community organizations visiting the school and having workshops and informational sessions on various topics such as financial literacy, resources for undocumented students, know your rights workshops.
- Parents are welcome to volunteer time through SWOP (Southwest Organizing Project). Parents are assigned a teacher and set up a schedule.
- Parents have access to Parent portal where they can see if their child is not meeting the attendance expectations. Parents receive calls and letters to inform on the impact of student's trajectory.
- Students received recognition on their parents involvement in Parent Portal.
- The school mostly communicates with calls and meetings with parents.
- The school has intervention providers such as Gads Hill, attendance teams, social workers who conduct home visits based on attendance and other student needs.
- Parents are treated equitably for those who do not speak English as their first language. Ms. Ruiz provides translated documents for PAC, BAC, parent newsletters and she translates for phone calls, meetings including IEP meetings.

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	<ul style="list-style-type: none"> ✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
1	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
1	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset

2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊗
3	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: Multi-Tiered System of Supports	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: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗

Goals

Required metrics (Highschool)

17 of 17 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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My Voice, My School 5 Essentials Survey

We will like to maintain a "well organized" school for this category by developing progressive discipline policies, implementing restorative practices, developing our student voice committee, and adding a student representative to our LSC. We will continue to develop relationships with our Bilingual Advisory Committee, and Parent Advisory Committee, and continue having out Parent Mentors support us at further developing our parent advisories and parental involvement. In addition, we will provide parents with incentives for completing the My Voice, My School survey in addition to registering on CPS Parent Portal.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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PSAT 9 Annual Growth Measure

Students will attain 45.0% growth on their PSAT for the 2018-2019 because of plans to collect interim student data collection, set attainable goals for individual students with benchmarks, implement UBD unit plans in each subject, administer weekly formative assessments, plan for data-driven instruction, conduct consistent Freshman-on-Track monitoring, develop cohesive vertical alignment across departments, and lead rigorous instruction developed directly from grade-appropriate assessments.	(Blank)	24.00	45.00	55.00	65.00
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PSAT 10 Annual Growth Measure

Students will attain 45.0% growth on their PSAT for the 2018-2019 because of plans to collect interim student data collection, set attainable goals for individual students with benchmarks, implement UBD unit plans in each subject, administer weekly formative assessments, plan for data-driven instruction, conduct consistent Sophomore-on-Track monitoring, develop cohesive vertical alignment across departments, and lead rigorous instruction develop directly from grade-appropriate assessments.	(Blank)	22.00	45.00	55.00	65.00
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SAT Annual Growth Measure

Students will attain 45.0% growth on their PSAT for the 2018-2019 because of plans to collect interim student data collection, set attainable goals for individual students with benchmarks, implement UBD unit plans in each subject, administer weekly formative assessments, plan for data-driven instruction, conduct consistent Junior-on-Track monitoring, develop cohesive vertical alignment across departments, and lead rigorous instruction develop directly from grade-appropriate assessments. Gage Park teachers utilize a pacing guide of standards that is adjusted year to year depending on the needs of students as well as raw gains reports generated on practice tests. This data is used annually during summer curriculum development when teachers plan using UBD. Students are biweekly assessed in SAT like assessments and then engage in dialogues with the their teachers around areas of growth and current strengths.

(Blank)	19.00	45.00	55.00	65.00
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3 yr Cohort(SAT) Growth Measure (this will be a new metric)

Faculty will review how the cohort of students performed against the benchmarks on the different SAT Suite assessments. Faculty will determine whether college and career readiness increased or decreased over time. Faculty will compare the increase or decrease with students at the national level. In content areas where performance decreased over time, grade level teams will review curriculum and identify what topics may need to be updated to improve learning related to college and career readiness skills.

(Blank)	(Blank)	0.00	0.00	0.00
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African-American School Growth Percentile SAT11

N/A; Data was not provided for this subgroup

(Blank)	(Blank)	0.00	0.00	0.00
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Hispanic School Growth Percentile SAT11

N/A; Data was not provided for this subgroup

(Blank)	(Blank)	0.00	0.00	0.00
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English Learner School Growth Percentile SAT11

N/A;Data was not provided for this subgroup

(Blank)	(Blank)	0.00	0.00	0.00
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Diverse Learner School Growth Percentile SAT11

Diverse Learners will be serviced by hiring new teachers and a case manager who have the credentials to help these students in reaching attainment of the content. Diverse learners will be given opportunities to find jobs and continue their education through programs such as "Gage Park goes to College" and Michelle Williams helping them find jobs in retail or internships. They will receive Individual Education Plans (IEP) that will meet their needs and goals. Ongoing contact with parents will help these students be monitored for further services. Teachers like Ms. Ibanez and Ms. Ruiz will help service students with IEPs who are also English Language Learners. Ms. Sykes will work with psychologists and counselors to help diverse learners feel comfortable in reaching out for assistance. Creating lesson plans and having differentiation of skills will help this population of students have an equitable and inclusive education. Differentiation will also help these students be challenged at their proximal level of development.

(Blank)	(Blank)	34.00	44.00	54.00
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Percent Meeting College Readiness Benchmarks

We are committed to developing and maintaining a high level of rigor within our core instruction by providing instructors with instructional materials that offer teachers and students content and learning strategies that meet or exceed the College Readiness Standards. Students will continue to practice skill development for continued PSAT and SAT achievement. We will also be providing various electives for students to increase their knowledge and interest. We are expanding our Advanced Placement program to include AP English Language and Composition, AP Spanish Language and Composition, AP Spanish Literature, AP Psychology, AP Human Geography, AP Environmental Science, and AP US History. We will also be including Dual Credit English courses for early college credit and to prepare students for the college environment.

(Blank)	12.00	22.50	32.50	42.50
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Early College and Career Credentials Rate

We would like to increase our percent of graduates earning early college and career credentials by 5% each year. We are expanding our AP offerings for the upcoming school year. Next school year we will offer AP English Language and Composition, AP Spanish Language and Composition, AP Spanish Literature, AP Environmental Science, AP Psychology, AP Human Geography and AP US History. Currently we are only offering Dual Enrollment English. However, teachers have been offered the opportunity to pursue a master's degree in their content areas, with financial support from CPS, in order to be able to increase Dual Enrollment offerings in the upcoming school years. This year we partnered with Instituto's Nursing Program which offers students the opportunity to graduate from high school with a Basic Nursing Assistant Certification.

41.00

24.00

30.00

35.00

40.00

Freshmen On-Track Rate

Gage Park will show incremental growth of 1-2% over the next years to end at 97% by the 2019-2020SY. We will continue the effective practices used by school committees that aid in monitoring attendance (ie. attendance team) and student grades (ie. grade level teams). MTSS is discussed biweekly and implemented in five week rounds to ensure frequent updating of strategies and contact with students. Schoolwide gradebook policies ensure students have opportunities for retakes. Teachers keep confidential records of students IEP so that all accommodations are followed and criteria for grading / promotion are adhered to.

83.00

94.00

95.00

96.00

97.00

4-Year Cohort Graduation Rate

Gage Park will increase its 4 year cohort graduation rate by increasing course offerings to current and future students. The goal is to bolster enrollment by expanding choice in of courses. We are adding additional rigorous courses including AP Environmental Science, AP Spanish Literature, AP US History, and AP Human Geography to supplement current AP offerings. Additionally, we will add dual credit English and college algebra in SY2018-2019. We are replacing Resource class with electives such as African American and Latin American history, and journalism. In an effort to track students who were enrolled during their freshmen year that transferred out we will maintain a Google Document. This document will list the accepting school which will be contacted each school year to determine if students in our cohort are still enrolled.

62.00

58.00

69.00

70.00

71.00

1-Year Dropout Rate

In order to reach our goals the upcoming years in lowering our 1-year dropout rate we will continue to have partnerships for Youth Job Center with Ms. Williams who assist students in attaining jobs at various companies. Expand our career day events for more variety of careers that require college and further vocational education. We will continue and expand our Gage Park Goes to College (trips to colleges) events to have them twice a year, once in the winter and another in the summer. Having an upcoming seven AP classes will enable our freshman students to have the drive to do their best in order take AP classes, which will give them college credit and will continue to enforce the expectations of the school where high school is not the end of a student's education. We will continue with freshman, sophomore and juniors on track in order to assist students who may need more assistance. We will continue our partnership with City Year who assist in tutoring students from various grade levels.

1.00

0.00

3.50

2.00

1.00

College Enrollment Rate

We would like to continue increasing our college enrollment rate by 5% each year. Our Post- Secondary team works with seniors to ensure FAFSA completion as well as requiring seniors to complete 5 college applications. Upward Bound work within the school building to provide academic support. There are designated bulletin boards on display in the building to exhibit students' acceptances and scholarship awards. Senior students attend Ms. Huff's College class in which they draft and revise college essays for the Common Application. Senior students attend a Senior Seminar class in which they navigate Naviance to apply for scholarships, explore potential careers, apply to colleges, and monitor their financial aid. We have annual college fairs to expose our students to a variety of post-secondary options. Every year we hold our Gage Park Goes to College, where students at every grade level attend a college tour. This year, we will begin our annual college week where we will engage in a variety of activities where teachers and staff will promote a college going culture. We will have a school wide celebration for Senior Decision Day to inspire underclassmen into a college going mindset.

21.00

47.00

55.00

60.00

65.00

College Persistence Rate

In order to maintain our students in college we will like to assist students in building relationships in their colleges with student led organizations and groups in order to set them up with building lasting relationships. We would like to have a directory set up of student contact information in order to better track student college persistence. Once a directory is set up, it would be beneficial if we have quarterly check-ins in order to better report in the summer the students college persistence. We can assist students into identifying college fit in order to increase college persistence. This will help students be able to identify if the college they have selected to attend will be a good fit based on their finances, preferences, and academics. We are also building students up with the mindset of going to college, which will help increase college persistence.

60.00 66.00 66.60 67.00 68.00

Average Daily Attendance Rate

To increase our attendance rate we will continue to have weekly performance management meetings to identify the "hot 15," (students that are below 80 % attendance) to develop interventions with clear actionable steps to decrease tardies and low attendance. We will develop yearly attendance plans and use MTSS interventions to support students. In addition, we will continue having advisory periods for students to reflect on their academic performance and to establish quarterly goals for academics, attendance, and discipline.

91.00 92.00 93.00 94.00 95.00

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

...then we see...

...which leads to...

Professional development on creating tiered objectives and tasks aligned to the Hess Cognitive Rigor Matrix to facilitate teacher growth in their planning, in conjunction with iterative coaching cycles around lesson planning, and evaluating student work

More rigorous instruction designed to incorporate the strengths of all learners and push them past their zone of proximal development

70% of students demonstrating standard mastery of a 70% or higher in 2019
And by 2020, 90% of students will perform with a mastery level of 70% so that they are college and career ready.

Tags:

Instructional Coaching, Rigorous tasks, Learning objectives, Student work protocol, Rigorous instruction, Tier i instruction, Hess matrix, Rigorous assessment, Equip

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

PD on Tiered Objective Writing Using Hess Matrix (including WIDA)

SLT and ARP

Oct 1, 2018 to Oct 31, 2018

On-Track

Wida, Multi-tiered support systems, Hess matrix

Action steps:

PD on Tiered Objective Writing Using Hess Matrix (including WIDA) SLT and ARP October 2018 Agenda
Alignment of lessons to EQuIP demonstrating shifts in CCSS:
Focus on use of text based evidence and academic vocabulary to build disciplinary knowledge, increasing text complexity and type to ensure a balance while also requiring additional writing samples.

Across Departments

Sep 1, 2018 to Sep 30, 2018

On-Track

Math, Science, English, Equip

Training on INSIGHT conducted by administration during summer

Ms. Ball

Aug 19, 2018 to Aug 31, 2018

Behind

Sat, Insight

Design Tiered Assessments Semester 1 using INSIGHT during summer institute after analysis of student SAT/PSAT scores	ARP & Teachers	Sep 1, 2018 to Sep 29, 2018	On-Track
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Assessment, Multi-tiered support systems, Insight

Design Tiered Assessments Semester 2 using INSIGHT after analysis of student SAT/PSAT scores	ARP & Teachers	Dec 1, 2018 to Dec 29, 2018	Not started
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Insight, Tiered

Progress Monitoring – BETA Exams (fall and winter Interim)	Faculty	Dec 21, 2018 to Dec 21, 2018	On-Track
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Progress monitoring, Interim assessment

Lesson design / task review	ARP and ILT	Sep 24, 2018 to Sep 30, 2018	Not started
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Instructional Coaching, Lesson planning, Equip

LASW protocol	across departments	Dec 21, 2018 to Dec 21, 2018	On-Track
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Student work, Lasw

Strategy 2

If we do...

attend professional developments (i.e. CPS Summits, To and Through, PLCs, etc.), purchase Reading Apprenticeship Academic Literacy (RAAL) materials and Pearson CME curriculum

...then we see...

In RAAL, students reading 2 to 5 years below grade level receive RA instruction during a daily class period. Teachers will continue to receive extensive professional development and coaching, including analyses of classroom video and modeling of reasoning processes. There are three options for professional development: A) 5-day Pre-course institute; 2-day Fall Institute; B) Coaching on-site 4 times/year and online 8 times/year; AND C) Options for 2nd Year development, connections to broader school literacy, and annual "tune-up" online meetings with coaches.

...which leads to...

65% growth on the PSAT and SAT by Spring 2020 and 42.5% of our students meeting College Readiness Benchmarks by Spring 2020.

Tags:

Academic, Academic expectations, Performance tasks, Achievement, Academic rigor, Academic learning, 3 reads, Collaborative teachers, Access, Engagement, Curriculum alignment, Academic language, Academic performance, Ccss mathematics, Academic interventions, Math instruction, Academic achievement, Academic standards, Academic growth, Academic gains, Academic experience, Academic behaviors, Aligned curriculum, Agency, authority identity, Academic goals, Instructional activities, Academic success, Academic press

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
Administration identifies the team of teachers and administrator to attend Professional Learning Summits.	Administration	Sep 10, 2018 to Jun 19, 2020	On-Track

Cognitive demand, Strategies

Summit attendees create Professional Development to train all staff on strategies that were learned during the Professional Learning Summits.	Summit attendees and administration	Sep 10, 2018 to Jun 19, 2020	On-Track
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Cognitive demand, Strategies

Administration will place an order for additional Pearson CME textbooks	Ms. Ball	Jul 2, 2018 to Aug 31, 2018	On-Track
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Inquiry based learning, Vertical alignment

The mathematics department will discuss ongoing implementation of CME curriculum during weekly department meetings	Mathematics Department coach	Sep 10, 2018 to Jun 19, 2019	On-Track
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Collaboration, Department meetings, Curriculum alignment

The mathematics department will use aligned MIU's from the Knowledge Center to supplement the CME Curriculum	Mathematics Department coach	Dec 21, 2018 to Jun 19, 2019	On-Track
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Resources, Strategies, Vertical alignment

Teacher leaders will distribute reflective surveys to the other faculty members to measure satisfaction and understanding as a result of the professional development.	English Teachers	Sep 10, 2018 to Jun 19, 2020	Not started
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Aligned resources, Reading strategies, Teacher feedback, Teacher collaboration, Reflective practice

Teacher leaders will meet to reflect and discuss results of survey.	English Teachers	Sep 4, 2018 to Jun 19, 2020	Not started
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Aligned resources, Reading strategies, Teacher feedback, Teacher collaboration, Reflective practice

Teacher leaders / admin will monitor implementation of RA in teachers' lesson plans.	Administration	Sep 3, 2018 to Jun 19, 2020	On-Track
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Lesson planning, Literacy curriculum, Teacher implimentation

Teachers will administer interim assessments in order to collect data on students' reading skills.	English Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Formative assessment, Literacy curriculum, Quarterly benchmark testing, Benchmarks

Teachers will analyze student growth on the interim assessments to monitor RA's effectiveness.	Administration	Sep 3, 2018 to Jun 19, 2020	On-Track
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Data analysis, Data driven instruction, Reflective practice

Teachers will analyze student growth on performance tasks, formative, and summative assessments administered during class.	English Teachers	Sep 4, 2018 to Jun 19, 2020	On-Track
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Lesson planning, Data analysis, Data driven instruction, Reflective practice

Strategy 3

If we do...

Implement weekly use of teacher-created formative assessments, bi-weekly beta assessments, quarterly interim assessments measuring SAT skills in addition to progress-monitor students' mastery of common core standards.

...then we see...

In the classroom we will see active learning through the Gradual Release of Responsibility method of instruction, implement regular interim and beta assessments to track student growth and needs, and assessments focused on student interest and needs.

Teachers will create corrective instruction plans

...which leads to...

Improvement of student growth to 55% in 2018-2019 and 65% in 2019-2020, as measured by PSAT in grade 9 and 10 and the SAT in grade 11, as well as growth measured by REACH BOY and EOY Performance Tasks, and classroom assessments. Improvement of Freshmen on Track Rate to 96% in 2018-2019 and 97% in 2019-2020, and 4 year Cohort Graduation

in order to reteach and increase the number of students obtaining attainment and/or benchmark.

In addition, there will be small-group instruction informed by data trackers using Insight to inform teacher's instruction, as articulated in weekly lesson plans. In addition, data trackers will monitor student growth and attainment.

Rate of 70% in 2018-2019 and 71% in 2019-2020.

Tags:

Balanced grading and assessment, Vertical alignment, Gradual release of responsibility, Multiple measures for screening, diagnosing, and progress monitoring, Collaborative review, Interim assessment

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Weekly corrective instruction plans will be informed by item-analysis to identify student misconceptions. This information will be used to identify gaps in student learning, and to construct student collaborative that best fit each students' academic needs.	Admin	Sep 9, 2019 to Jun 19, 2020	On-Track

Assessment, Data tracking, Interim assessment, Student data talks

monthly beta assessments in core classes to monitor student growth during first quarter	ILT, Classroom Teachers	Sep 4, 2018 to Nov 1, 2018	On-Track
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Progress monitoring, Emergent needs

monthly beta assessments in core classes to monitor student growth during second quarter	ILT, Classroom Teachers	Nov 2, 2018 to Feb 1, 2019	Not started
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Progress monitoring, Emergent needs

monthly beta assessments in core classes to monitor student growth during third quarter	ILT, Classroom Teachers	Feb 1, 2019 to Apr 4, 2019	Not started
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Progress monitoring, Emergent needs

monthly beta assessments in core classes to monitor student growth during fourth quarter	ILT, Classroom Teachers	Apr 5, 2019 to Jun 12, 2019	Not started
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Progress monitoring, Emergent needs

grade level teams to monitor student grades and plan interventions	Grade Level Teams (all classroom teachers)	Sep 12, 2018 to Jun 19, 2020	Not started
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MTSS, Freshman on-track, Sophomore on-track, On track data

By using the EQUIP rubric, peers and administration will provide bi-weekly feedback to individual teachers' lesson plans regarding rigorous instruction so that teachers are adequately scaffolding instruction while maintaining high expectations for students' academic performance.	ILT, Department Teams	Sep 12, 2018 to Jun 19, 2020	On-Track
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Instruction, Lesson planning

Strategy 4

If we do...

...then we see...

...which leads to...

Relational trust can be achieved by promoting

Students will participate in our student-voice

70% of participants will agree and/or strongly

student involvement, school-based leadership teams, teacher and student mentors, and coaching staff on supportive relationships.

committee by collaborating with teachers and creating a system of student/teacher mentors and to increase student/teacher trust. The ILT team will provide and analyze 5 Essentials and MTSS data to be shared in department meetings by teacher leaders.

agree in the following categories aligned to inclusive, restorative, and responsive classrooms and collaborative student and teacher relationships.

Tags:

Restorative approaches, Relationships, Student engagement, Responsive classroom, Community based learning, Student voice, Relational trust, Reach evaluation

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
Create school-wide expectations for discipline	School Deans, teachers, administrators	Sep 3, 2018 to Dec 3, 2018	On-Track

School climate, Safety and order, Security, Safety drills

Having student and teacher mentors	Teachers, students	Sep 3, 2018 to Jun 19, 2020	Not started
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School climate, Discipline, School expectations, Discipline data

Continue ILT team meetings for support other teachers	ILT, administrators	Sep 3, 2018 to Jun 19, 2020	On-Track
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Professional development, Inclusive environment

Having teacher led department meetings	Department teachers	Sep 3, 2018 to Jun 19, 2020	On-Track
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ILT, Department meetings, Teacher mentorship

Strategy 5

If we do...

Continue to increase student and parent participation in relevant committees (BAC , LSC, Dreamers Club, VOICE etc.) , expand the scope of civics curriculum offerings, and increase service learning opportunities

...then we see...

student voice evident through the facets of AAI, increased student engagement, anticipatory democracy

...which leads to...

A 45% increase in Student-Teacher Trust and School Contentedness as evident in the 5 essentials survey while also producing student work that exhibits and assesses the essentials of global citizenship.

Tags:

Scheduling, Framework for teaching, 5 essentials, Student voice, engagement, & civic life, Civics, Student voice committee, Agency,authority identity, Cps summits

Area(s) of focus:

4

Action step	Responsible	Timeframe	Status
Have students learn about what a LSC student member does. Introduce the available position in student assemblies. Increase visibility of the committees through teacher participation in club and committee promotion.	Faculty	Sep 3, 2018 to Jun 19, 2020	Not started

Lsc, Student lsc

Students have an opportunity to run for the Student LSC position.	Administration, community	Jan 1, 2019 to Jun 19, 2020	Not started
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Lsc, Student lsc

Advertise Student Voice Committee (SVC) and Dreamers Club beginning in the summer for our incoming freshman. Increase visibility school wide of various clubs and committees.	Faculty especially, Mr. Wiley and Ms. Ocegüera.	Jun 18, 2018 to Dec 21, 2018	On-Track
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Student voice committee, Dreamers group

Have first meetings for SVC and Dreamers Club in order to create a yearlong plan on what students want to achieve during the school year. Recruit parents to support the groups.	Faculty in charge of both groups as well as students and parents.	Sep 4, 2018 to Jun 19, 2020	On-Track
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Planning, Student voice committee, Dreamers group, Parent participation

Dreamers Club: Create and fundraise for a scholarship for undocumented seniors. Apply for grants for scholarship grants.	Faculty and students	Sep 4, 2018 to Jun 19, 2020	Not started
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Scholarship, Dreamers

Present to teachers the information on Agency, Identity, and Authority During Flex.	Faculty that attended the Professional development.	Nov 1, 2018 to Jun 21, 2019	Not started
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Professional development, Agency,authority identity, Teacher action steps

Teachers implement the ideals of Agency, Identity and Authority in their classrooms, students take more control of their learning.	Faculty and students	Feb 1, 2019 to Jun 19, 2020	Not started
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Student ownership, Agency,authority identity

Continue to include parents in CIWP, quarterly surveys, and use parent mentors to conduct parent surveys during PAC, BAC, and parent conferences.	Parents and Faculty.	Sep 10, 2018 to Jun 19, 2020	On-Track
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Pac, Bac, Ciwp parent participation, Parent mentors

Action Plan

Strategy 1

ON-TRACK

PD on Tiered Objective Writing Using Hess Matrix (including WIDA)"

Oct 01, 2018 to Oct 31, 2018 - SLT and ARP

Status history



ON-TRACK

Oct 17, 2018

Evidence

Student Work Rigor analysis,

Science Department Agenda: TAGS matrix for tiered objectives and Hess Matrix

Hess Matrix: Math and Science

ON-TRACK

Oct 03, 2018

Evidence

ON-TRACK Oct 03, 2018
Evidence

ON-TRACK
Oct 03, 2018
Evidence

Departmental meetings are analyzing authentic student work using a LASW protocol. PD on INSIGHT is coming by the end of the month. Departmental agendas reflect work being done around rigorous instruction using a rigor matrix for assistance in planning as well. Content teams will submit differentiated tasks in their content teams as evidence.

NOT STARTED May 17, 2018
Evidence
meeting agenda

ON-TRACK

Action steps: PD on Tiered Objective Writing Using Hess Matrix (including WIDA) SLT and ARP October 2018 Agenda Alignment of lessons to EQuIP demonstrating shifts in CCSS: Focus on use of text based evidence and academic vocabulary to build disciplinary knowledge, increasing text complexity and type to ensure a balance while also requiring additional writing samples."

Sep 01, 2018 to Sep 30, 2018 - Across Departments

Status history



ON-TRACK Oct 17, 2018
Evidence
School Wide PD agenda: WIDA, ELA Resources, & Tool share to help ELL

ON-TRACK Oct 17, 2018
Evidence

NOT STARTED May 17, 2018
Evidence
teacher submitted work/ units

BEHIND Training on INSIGHT conducted by administration during summer"
Aug 19, 2018 to Aug 31, 2018 - Ms. Ball

Status history



BEHIND Oct 03, 2018
Problem
INSIGHT and Differentiated task PD by end of 10/2018

Root Cause
Unfamiliarity with INSIGHT or in house experts.

Next steps
Principal Ball will lead this PD

NOT STARTED May 17, 2018
Evidence
meeting agenda

ON-TRACK Design Tiered Assessments Semester 1 using INSIGHT during summer institute after analysis of student SAT/PSAT scores"
Sep 01, 2018 to Sep 29, 2018 - ARP & Teachers

Status history



ON-TRACK Oct 17, 2018
Evidence
Science Department: NGSS Tiered Assessment Design

ON-TRACK Oct 03, 2018
Evidence
Analyzed PSAT/ SAT scores . Agendas from INSTITUTE day to be provided.

NOT STARTED May 17, 2018
Evidence
teacher work folder

NOT STARTED Design Tiered Assessments Semester 2 using INSIGHT after analysis of student SAT/PSAT scores"
Dec 01, 2018 to Dec 29, 2018 - ARP & Teachers

Status history



NOT STARTED May 17, 2018
Evidence
teacher work folders

ON-TRACK
Progress Monitoring – BETA Exams (fall and winter Interim)"
Dec 21, 2018 to Dec 21, 2018 - Faculty

Status history



ON-TRACK Oct 17, 2018
Evidence

Student	Composite	Evidence-Based Reading and Writing	Math

ON-TRACK
Oct 03, 2018
Evidence
1st Interim for 9th grade provided and teachers administering their own assessments as needed. 2nd Interim for 9-11th grade coming in February.

NOT STARTED May 17, 2018
Evidence
data trackers and teacher student conversation logs

NOT STARTED Lesson design / task review"
Sep 24, 2018 to Sep 30, 2018 - ARP and ILT

Status history

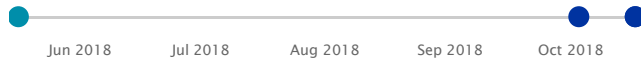


NOT STARTED May 17, 2018
Evidence
coaching comments

ON-TRACK LASW protocol"

Dec 21, 2018 to Dec 21, 2018 - across departments

Status history



ON-TRACK Oct 17, 2018
Evidence
Math Team Rigor Analysis
Math Agenda: LASW

ON-TRACK Oct 17, 2018
Evidence
Teachers will use LASW protocol to analyze student work.

ON-TRACK Oct 03, 2018
Evidence
Agendas reflect work done with LASW protocol.

NOT STARTED May 17, 2018
Evidence
Agendas, Student work samples

Strategy 2

ON-TRACK
Administration identifies the team of teachers and administrator to attend Professional Learning Summits."

Sep 10, 2018 to Jun 19, 2020 - Administration

Status history



ON-TRACK
Oct 03, 2018
Evidence
Teams have identified leader teacher for departments. Those teachers have gone to Network 16 PD SUMMITS and are registered for additional meetings to occur throughout the year.
HS Summit Note Catcher

NOT STARTED May 17, 2018
Evidence
A consistent team attends every Professional Learning Summit during the next two school years

ON-TRACK
Summit attendees create Professional Development to train all staff on strategies that were learned during the Professional Learning Summits."

Sep 10, 2018 to Jun 19, 2020 - Summit attendees and administration

Status history

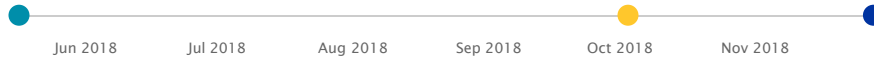


ON-TRACK
Oct 03, 2018
Evidence
Cognitive demand is a focus of the school with LASW protocols. Teacher leads have brought work back to their departments from the first summit on cognitive demand but we must begin work on equity.
Math Department Meeting Agenda 10-09
Science Department Meeting Agenda 10-09

NOT STARTED May 17, 2018
Evidence
Department wide implementation of strategies learned

ON-TRACK Administration will place an order for additional Pearson CME textbooks"
Jul 02, 2018 to Aug 31, 2018 - Ms. Ball

Status history



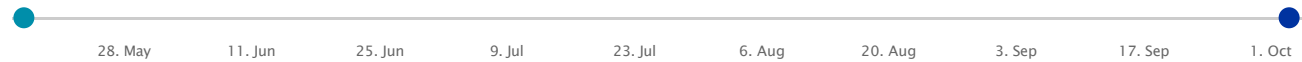
ON-TRACK Nov 28, 2018
Evidence
Purchase Order

BEHIND Oct 03, 2018
Problem
Order texts for SPED but currently need to order two sets of texts for the math department.
Root Cause
Geometry and Pre Calculus books were ordered but they were not CME aligned
Next steps
Ms. Cruz will e-mail a text book request to Ms. Ball by 10-19.

NOT STARTED May 17, 2018
Evidence
Textbooks are in classrooms as needed

ON-TRACK The mathematics department will discuss ongoing implementation of CME curriculum during weekly department meetings"
Sep 10, 2018 to Jun 19, 2019 - Mathematics Department coach

Status history



ON-TRACK Oct 03, 2018
Evidence
Weekly department agendas have a section in which teachers discuss alignment for the Integrated Math Course and questions/concerns regarding implementation of CME
Math Department Meeting Agenda 9-18

NOT STARTED May 17, 2018
Evidence
Mathematics department meeting agendas and minutes showing discussion of CME curriculum

ON-TRACK The mathematics department will use aligned MIU's from the Knowledge Center to supplement the CME Curriculum"
Dec 21, 2018 to Jun 19, 2019 - Mathematics Department coach

Status history



ON-TRACK Oct 03, 2018
Evidence
Math department lesson plans reflect strategies and resources used from the Knowledge Center or from MIU's
Algebra I Week 4

Algebra II Week 7
Algebra II Honors Week 5

NOT STARTED

May 17, 2018

Evidence

Lesson plans reflecting the use of aligned Knowledge Center resources

NOT STARTED

Teacher leaders will distribute reflective surveys to the other faculty members to measure satisfaction and understanding as a result of the professional development."

Sep 10, 2018 to Jun 19, 2020 - English Teachers

Status history



May 17

NOT STARTED

May 17, 2018

Evidence

Google form survey

NOT STARTED

Teacher leaders will meet to reflect and discuss results of survey."

Sep 04, 2018 to Jun 19, 2020 - English Teachers

Status history



May 17

NOT STARTED

May 17, 2018

Evidence

Agenda from meeting & data from survey responses

ON-TRACK

Teacher leaders / admin will monitor implementation of RA in teachers' lesson plans."

Sep 03, 2018 to Jun 19, 2020 - Administration

Status history



Jun 2018

Jul 2018

Aug 2018

Sep 2018

Oct 2018

ON-TRACK

Oct 17, 2018

Evidence

SSR Implementation and Monitoring Participation for Unit 1: Metacognition Unit

SSR Metacognition Logs: Student Artifacts

SSR Metacognition Conversations: Student Artifacts

RLA Set of Lesson Plans #1

RLA Set of Lesson Plans #2

NOT STARTED

May 17, 2018

Evidence

REACH performance & weekly lesson plans

ON-TRACK

Teachers will administer interim assessments in order to collect data on students' reading skills."

Sep 04, 2018 to Jun 19, 2020 - English Teachers

Status history



28. May

11. Jun

25. Jun

9. Jul

23. Jul

6. Aug

20. Aug

3. Sep

17. Sep

1. Oct

15. Oct

ON-TRACK

Oct 17, 2018

Evidence

Data trackers for interim assessments.

ON-TRACK

Oct 04, 2018

Evidence

Teachers developed data trackers using College Board data for grades 10 and 11. 9th graders were administered an interim through Academic Approach.

BEHIND

Oct 03, 2018

Problem

We will not administer interim assessments in RLA

Root Cause

Next steps

NOT STARTED

May 17, 2018

Evidence

Data & results from interim assessment

ON-TRACK

Teachers will analyze student growth on the interim assessments to monitor RA's effectiveness."

Sep 03, 2018 to Jun 19, 2020 - Administration

Status history



ON-TRACK

Oct 17, 2018

Evidence

Data Trackers for Student Growth

ON-TRACK

Teachers will analyze student growth on performance tasks, formative, and summative assessments administered during class."

Sep 04, 2018 to Jun 19, 2020 - English Teachers

Status history



ON-TRACK

Oct 17, 2018

Evidence

Analyzing Student Work: Agenda

Analyzing Student Work: Protocol

Metacognition SSR Reading Log: Student Artifacts

Metacognition SSR Conversations: Student Artifacts

ON-TRACK

Oct 17, 2018

Evidence

Bi-Weekly Beta Assessments for English Teachers

Strategy 3

ON-TRACK

Weekly corrective instruction plans will be informed by item-analysis to identify student misconceptions. This information will be used to identify gaps in student learning, and to construct student collaborative that best fit each students' academic needs."

Sep 09, 2019 to Jun 19, 2020 - Admin

Status history



ON-TRACK Oct 17, 2018
Evidence
Teachers completed corrective instruction template.

NOT STARTED May 17, 2018
Evidence
Data Trackers in classrooms

ON-TRACK
monthly beta assessments in core classes to monitor student growth during first quarter"
Sep 04, 2018 to Nov 01, 2018 - ILT, Classroom Teachers

Status history



ON-TRACK
Oct 03, 2018
Evidence
beta assessments have been started in core classes, administered on a bi-weekly basis. betas are used for a tool to plan corrective instruction.

NOT STARTED May 17, 2018
Evidence
Teacher folders

NOT STARTED grade level teams to monitor student grades and plan interventions"
Sep 12, 2018 to Jun 19, 2020 - Grade Level Teams (all classroom teachers)

Status history



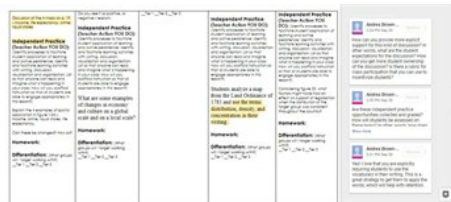
NOT STARTED May 17, 2018
Evidence
Grade Level Team Folders

ON-TRACK
By using the EQUIP rubric, peers and administration will provide bi-weekly feedback to individual teachers' lesson plans regarding rigorous instruction so that teachers are adequately scaffolding instruction while maintaining high expectations for students' academic performance."
Sep 12, 2018 to Jun 19, 2020 - ILT, Department Teams

Status history



ON-TRACK
Oct 03, 2018
Evidence
Curriculum coaches are monitoring teacher lesson plans and commenting on areas of growth or confusion. Evidence is provided showing curriculum coach comments on a teacher lesson plan.



Curriculum coach evidence

NOT STARTED May 17, 2018
Evidence
Department Folders, ILT folder

NOT STARTED

monthly beta assessments in core classes to monitor student growth during second quarter"

Nov 02, 2018 to Feb 01, 2019 - ILT, Classroom Teachers

Status history



NOT STARTED

May 17, 2018
Evidence
Teacher folders

NOT STARTED

monthly beta assessments in core classes to monitor student growth during third quarter"

Feb 01, 2019 to Apr 04, 2019 - ILT, Classroom Teachers

Status history



NOT STARTED

May 17, 2018
Evidence
Teacher folders

NOT STARTED

monthly beta assessments in core classes to monitor student growth during fourth quarter"

Apr 05, 2019 to Jun 12, 2019 - ILT, Classroom Teachers

Status history



NOT STARTED

May 17, 2018
Evidence
Teacher folders

Strategy 4

ON-TRACK

Create school-wide expectations for discipline"

Sep 03, 2018 to Dec 03, 2018 - School Deans, teachers, administrators

Status history

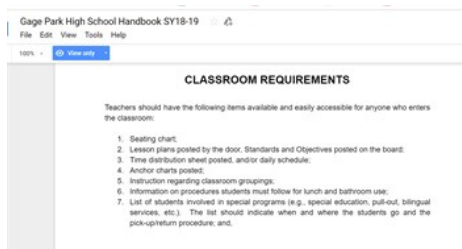


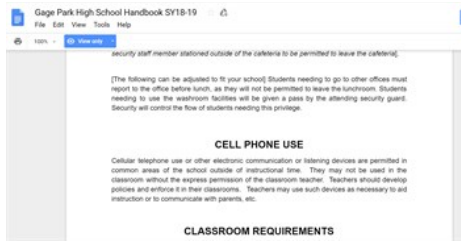
ON-TRACK

Oct 03, 2018

Evidence

OWL Virtues are displayed in classroom, with Cellphone Policy





NOT STARTED

May 17, 2018

Evidence

The Five Essentials/My Voice, My school Survey will be used as our measurement for obtaining data of our progress with relational trust. The School climate standards self-assessment will be used to measure how the school climate and culture plays a role in students feeling included in the school. Reach Scores from the CPS Framework for Teaching will help provide measurement of teachers demonstrating knowledge of students (1b.) and creating an environment of respect and rapport (2a.).

NOT STARTED

Having student and teacher mentors"

Sep 03, 2018 to Jun 19, 2020 - Teachers, students

Status history



NOT STARTED

May 17, 2018

Evidence

Using the School Climate Action Planning Guide found in the knowledge center to create school-wide expectations, discipline policies and procedures, a sense of security by conducting surveys and observations.

ON-TRACK

Continue ILT team meetings for support other teachers"

Sep 03, 2018 to Jun 19, 2020 - ILT, administrators

Status history



ON-TRACK

Oct 16, 2018

Evidence



Title: Instructional Leadership Team
Date: September 25, 2018
Time: 8:00 a.m.
Location: 120A

Topic: Facilitator: Ms. Ball
 Co-Facilitator:
 Timekeeper: Mr. Ruiz
 Note taker: N/A
 Other Attendees: ILT Members

Meeting Objectives:
 Review and Finalize Professional Development Calendar in alignment with the CIWP

Previous Action Items: N/A

Norms:
 Start on Time
 Review Agenda
 Discuss and Collaborate
 Assign follow-up actions and responsibilities
 Summarize what has been accomplished
 End on time

TIME	ACTIVITY
8:00-8:05	Review Objectives and Norms
8:05-8:20	Review CIWP priorities
8:20-8:50	Edit Professional Development Calendar
8:50-8:55	Q/A, Next Steps

Action Item

Action Item	Owner	Next Steps
Review CIWP priorities	ILT	Edit PD Calendar
Edit Professional Development Calendar	ILT	Introduce PD Calendar to staff; Implement remaining actions in department meetings

ILT Agenda Meeting 1

Title: Instructional Leadership Team
Date: September 17, 2018
Time: 8:00 a.m.
Location: 120A

Topic: Facilitator: Ms. Ball
 Co-Facilitator:
 Timekeeper: Mr. Davis
 Note taker: Ms. Ruiz
 Other Attendees: ILT Members

Meeting Objectives:
 Review Professional Development Calendar in alignment with the CIWP

Previous Action Items: N/A

Norms:
 Start on Time
 Review Agenda
 Discuss and Collaborate
 Assign follow-up actions and responsibilities
 Summarize what has been accomplished
 End on time

TIME	ACTIVITY
8:00-8:05	Review Objectives and Norms
8:05-8:20	Review CIWP priorities
8:20-8:50	Edit Professional Development Calendar
8:50-8:55	Q/A, Next Steps

Action Item

Action Item	Owner	Next Steps
Review CIWP priorities	ILT	Edit PD Calendar
Edit Professional Development Calendar	ILT	Introduce PD Calendar to staff; Implement remaining actions in department meetings

ON-TRACK

Oct 04, 2018

Evidence

ILT meetings are held bi-weekly. ILT members are department ambassadors that lead departmental teams twice a week.

NOT STARTED

May 17, 2018

Evidence

5 essentials survey, school climate Action planning guide. Agendas for this professional development are evidence.

ON-TRACK

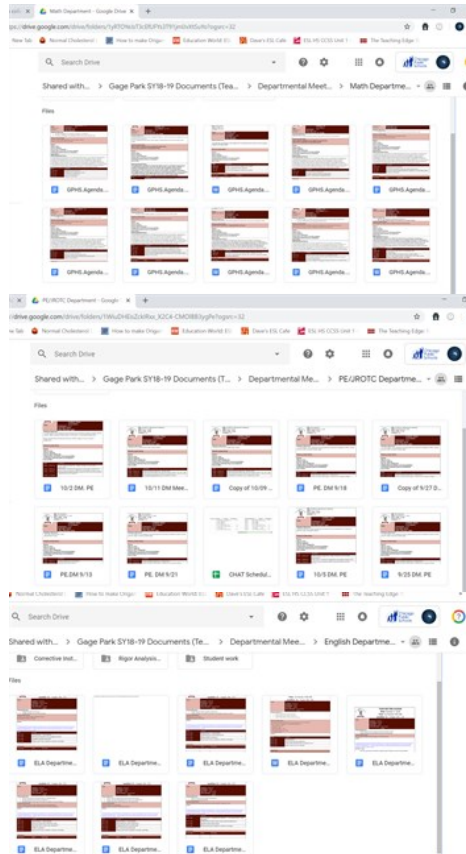
Having teacher led department meetings*

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

Status history

ON-TRACK

Oct 04, 2018
Evidence



ILT members are leading department/content teams twice a week.

Spanish Department Meeting		
Date: 9/13/2018		
Time: 2:00-3:00pm pm 6 th period		
Location: 124		
Topic:	Facilitator: Ms. Ruiz Co-Facilitator: Ms. Fuzsca Timekeeper: Note taker: Data Lead:	
Meeting Objectives:	<ul style="list-style-type: none"> Write vision statement Gradebook categories scales College board assistance 	
Previous Action Items:		
Notes:	Assign follow-up actions and responsibilities	
Start on Time	Summarize what has been accomplished	
Review Agenda		
Discuss and Collaborate	End on time	
TIME	ACTIVITY	
2:00-2:05	Establish roles and responsibilities	
2:05-2:25	Identify our vision statement for Spanish Department	
2:25-2:30	Identify our goals for the year	
2:30-2:40	Set some grade scale in our gradebooks	
2:40-2:50	College board assistance	
2:50-3:00	Other questions	
Action Item	Owner	Next Steps
Action Item	Owner	Next Steps

Spanish Department Meeting
Date: 9/20/2018
Time: 2:00-3:00pm pm 6th period
Location: 124

Topic: Facilitator: Ms. Ruiz
 Co-Facilitator: Ms. Fuqua
 Timekeeper:
 Note taker:
 Data Lead:

Meeting Objectives:

- Go over goals for Spanish Department
- Hess Cognitive Matrix

Previous Action Items:

- Book orders

Items:

Start on Time Assign follow-up actions and responsibilities
Review Agenda Summarize what has been accomplished
Discuss and Collaborate End on time

TIME	ACTIVITY
2:00-2:05	Vision Statement- Go over modifications
2:05-2:15	Go over Goals on Spanish Department for the year
2:15-2:30	Hess Cognitive Matrix powerpoint
2:30-2:40	Go over Hess Cognitive Matrix worksheet
2:40-2:50	How can we use it in our department
2:50-3PM	Other questions

Spanish Department Meeting
Date: 9/28/2018
Time: 2:00-3:00pm pm 6th period
Location: 124

Topic: Facilitator: Ms. Ruiz
 Co-Facilitator: Ms. Fuqua
 Timekeeper:
 Note taker:
 Data Lead:

Meeting Objectives:

- Go over goals for Spanish Department
- Hess Cognitive Matrix

Previous Action Items:

- Book orders

Items:

Start on Time Assign follow-up actions and responsibilities
Review Agenda Summarize what has been accomplished
Discuss and Collaborate End on time

TIME	ACTIVITY
2:00-2:05	Go over Goals on Spanish Department for the year
2:05-2:15	Go over Goals for ESL Department
2:15-2:30	Rigor Article reading
2:30-2:40	Rigor tool
2:40-2:50	Open House
2:50-3PM	Other questions

Action Item	Owner	Next Steps
Assessments	Ms. Ruiz, Ms. Ocasio, Mr. Ramirez	Bring created assessments and student work for next meeting

Spanish Department Meeting
Date: 10/01/2018
Time: 2:00-3:00pm pm 6th period
Location: 124

Topic: Facilitator: Ms. Ruiz
 Co-Facilitator: Ms. Fuqua
 Timekeeper:
 Note taker:
 Data Lead:

Meeting Objectives:

- Rigor
- Assessments

Previous Action Items:

- Book orders

Items:

Start on Time Assign follow-up actions and responsibilities
Review Agenda Summarize what has been accomplished
Discuss and Collaborate End on time

TIME	ACTIVITY
2:00-2:05	Go over Rigor Tool
2:05-2:15	Go over each of our assessments
2:15-2:30	Grade each others' assessments
2:30-2:45	Provide feedback
2:40-3:00	Answer end slip- how can we make our assessments more rigorous?
2:50-3PM	Other questions

Action Item	Owner	Next Steps
Assessments	Ms. Ruiz, Ms. Ocasio, Mr. Ramirez	Bring student work from assessment for next meeting

Shared with me > Gage Park SY18-19 Documents (Teachers) > Departmental Meetings

Folders

- Spanish Dept...
- ESL Department...
- Science Dept...
- Math Depart...
- English Dept...
- Social Science...
- PE/JROTC Dr...
- Career Educat...
- Art Department...
- SPED Depart...

NOT STARTED

May 17, 2018
Evidence

Department meetings, 5 essential survey, agendas of department meetings

NOT STARTED

Have students learn about what a LSC student member does. Introduce the available position in student assemblies. Increase visibility of the committees through teacher participation in club and committee promotion."

Sep 03, 2018 to Jun 19, 2020 - Faculty

Status history

May 17

NOT STARTED

May 17, 2018

Evidence

Schedule of teachers who will be teaching about what a LSC member does.

NOT STARTED

Students have an opportunity to run for the Student LSC position."

Jan 01, 2019 to Jun 19, 2020 - Administration, community

Status history

May 17

NOT STARTED

May 17, 2018

Evidence

Results of the elections for LSC

ON-TRACK

Advertise Student Voice Committee (SVC) and Dreamers Club beginning in the summer for our incoming freshman. Increase visibility school wide of various clubs and committees."

Jun 18, 2018 to Dec 21, 2018 - Faculty especially, Mr. Wiley and Ms. Ocegüera.

Status history

Oct 17

ON-TRACK

Oct 17, 2018

Evidence

Dreamers Flyers

ON-TRACK

Have first meetings for SVC and Dreamers Club in order to create a yearlong plan on what students want to achieve during the school year. Recruit parents to support the groups."

Sep 04, 2018 to Jun 19, 2020 - Faculty in charge of both groups as well as students and parents.

Status history



ON-TRACK

Oct 17, 2018

Evidence

First Meetings are scheduled for week of October 22

Rise Program Inbox x



Hicks, Lorraine

to Carmia, Tamika, Lindsey, Benjamin, me

Mon, Oct 15, 9:54 AM (2 days ago)



Good Morning

I was just informed that Rise will not start until the week of 10/22/18. We have 30 registration forms and the program projects us to at least have 50 to 60 students sign up. I would like if the Hip Hop instructor could come in one day this week and recruit. Also since we have all new instructors here at Gage this year, Jesus and his Assistant Maricela is asking to meet with all instructors this week as well once I get everyone availability. Instructors can we please get registration forms in and please email me your availability the meeting will be for an hour after school.

NOT STARTED

May 17, 2018

Evidence

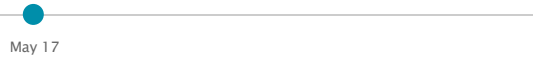
Agendas, flyers, minutes, presentations.

NOT STARTED

Dreamers Club: Create and fundraise for a scholarship for undocumented seniors. Apply for grants for scholarship grants."

Sep 04, 2018 to Jun 19, 2020 - Faculty and students

Status history



NOT STARTED

May 17, 2018

Evidence

Event agendas and scholarship applications.

NOT STARTED

Present to teachers the information on Agency, Identity, and Authority During Flex."

Nov 01, 2018 to Jun 21, 2019 - Faculty that attended the Professional development.

Status history



NOT STARTED

May 17, 2018

Evidence

Agendas and teacher action items

NOT STARTED

Teachers implement the ideals of Agency, Identity and Authority in their classrooms, students take more control of their learning."

Feb 01, 2019 to Jun 19, 2020 - Faculty and students

Status history



NOT STARTED

May 17, 2018

Evidence

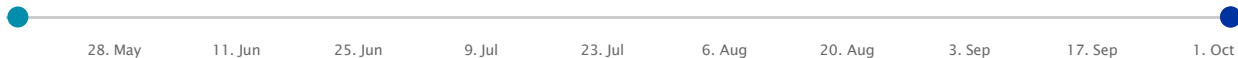
Lesson plans

ON-TRACK

Continue to include parents in CIWP, quarterly surveys, and use parent mentors to conduct parent surveys during PAC, BAC, and parent conferences."

Sep 10, 2018 to Jun 19, 2020 - Parents and Faculty.

Status history



ON-TRACK

Oct 03, 2018

Evidence

Upload powerpoint

Ms. Linda PAC evidence

Upload BAC agendas and powerpoint and sign in sheet

Gage Park HS Bilingual Parent Committee
Ms. Ruiz Sign-in Sheet/Firmas
September 13, 2018 4:30pm-6:00pm

Parent/ Guardian Name/Nombre de padre o guardian	Nombre de estudiante	e-mail/correo electronico	Phone #/Telefono
Linda Juarez	ELIYAH WARE		312.519.2180
Mo Compuzetta	Andrea Garcia		708.982.6073
Rocio Salsgado	EDWIN SANSOY		773.574.4441
Diana Salgado	Terina Mohr		312.714.2391
Trina Rincon	Ruth Alvarado		451-261-1187
Genilda Soto	Paloma Rosas		312-687-0816
Magda Rodriguez	Luis Enrique		773-299-9674
Diana Martinez		enamorad@comcast.net	708.267.103
Adrian Perez	Luis Rivera	adrian@comcast.net	630.382.1534
Alvina Ojeda	Sebastian Avila		312.594.4547
Esteban Uquiza	Maria Uquiza		773-709.0164
Maria Ramirez	Gabriel Ramirez		
Gloria Ramirez	Gabriel Ramirez		
Arturo Vargas			
Elvia Huete			
Carolina Brito	Ashley Roman	carob@hawaii.com	773.715.1579
Adriana Rodriguez			773.860.1255
Leanna Roman	ANSEL		773.414.6377

Chicago Public Schools | Office of Language and Cultural Education
 42 W. Madison, 3rd Floor • Chicago, Illinois 60602
 Telephone 773.553.6304

BILINGUAL ADVISORY COMMITTEE
 Schedule of Meetings for School Year 2018-19

School Name: Gage Park High School

MONTH	DATE AND TIME	LOCATION (Room)
September 2018 (Organization Meeting)	Sept. 13, 2018 4:30-6:00pm	Library
October	Oct. 18 4:30-6:00pm	Library
November	November 16, 2018 4:30-6:00pm	Library
December	December 18 - 4:30-6:00pm	Library
January 2019	January 24 4:30-6:00pm	Library
February	February 19 4:30-6:00pm	Library
March	March 19 4:30-6:00pm	Library
April	April 26 4:30-6:00pm	Library
May	May 16 4:30-6:00pm	Library
June	June 6 4:30-6:00pm	Library

We, AP (BAC President's signature), Adriana Roman and Leanna (BAC Vice President's signature) and AP (BAC Secretary's signature)

The BAC Executive Board have discussed the \$500.00 funds allocation for the local BAC function of the 2018-2019 School year. Click here for allowable expenditures.

*Please be advised: OLCCE CRR with according to schedule, corrections/cancellations must be communicated ASAP.

BAC organizational meetings must be held no later than September 30, 2018. After the organizational meeting, please scan and email this form, along with the organizational agenda, and also in sheets from the organizational meeting to your network's OLCCE Community Relations Representative (see BAC Handbook) no later than October 5, 2018.

Chicago Public Schools | Office of Language and Cultural Education
 42 W. Madison, 3rd Floor • Chicago, Illinois 60602
 Telephone 773.553.6304

BILINGUAL ADVISORY COMMITTEE
 Member Information for School Year 2018-19

ESF please fill out information below electronically.

School: Gage Park High School District: 16 CSD: 43
 Telephone: 773- Fax: 773.535.9441
 Principal's Name: Tamika Ball Email: tball@cps.edu
 Program Teacher Name: Manuela Ruiz Program Teacher Email: manruiz12@cps.edu
 School Staff (Bilingual BAC) Name: Manuela Ruiz Email: 0000@cps.edu
 Date BAC Election Was Held (published or Contested or not): Sept. 13, 2018

OFFICERS

PRESIDENT: Must be a Parent of a Student
 Name: Leanna Labra Signature: AP
 Address: 2507 W. 63rd St No Code: 60629 Home Language: Spanish
 Phone: 773.414.6377 Email: COMPUZETTA@SPRINGER
 Name of Child: ADRIANA ANTONIO Program Year: 2 Grade: 10

VICE PRESIDENT:
 Name: Adriana Perez Signature: Adriana Perez
 Address: 2512 S. Ashland No Code: 60629 Home Language: Spanish
 Phone: 630.382.1534 Email: adriana122@comcast.net
 Name of Child: Luis Adrian Perez Program Year: 2 Grade: 10

SECRETARY:
 Name: Diana Martinez Signature: Diana
 Address: 555 S. Mozart No Code: 60629 Home Language: Spanish
 Phone: 708.267.103 Email: dianamartinez1981@att.net
 Name of Child: Adrian Sanchez Martinez Program Year: 2 Grade: 10

REPRESENTATIVE:
 Name: Carolina Brito Signature: Carolina Brito
 Address: 6639 S. Maplewood No Code: 60629 Home Language: Spanish
 Phone: 773.715.1579 Email: carob@hawaii.com
 Name of Child: Ashley Roman Program Year: 2 Grade: 10

ADDITIONAL REPRESENTATIVE:
 Name: Genilda Soto Signature: Genilda Soto
 Address: 2512 S. Ashland No Code: 60629 Home Language: Spanish
 Phone: 312.687.0816 Email: gradesobrito@comcast.net
 Name of Child: Paloma Rosas Program Year: 2 Grade: 10

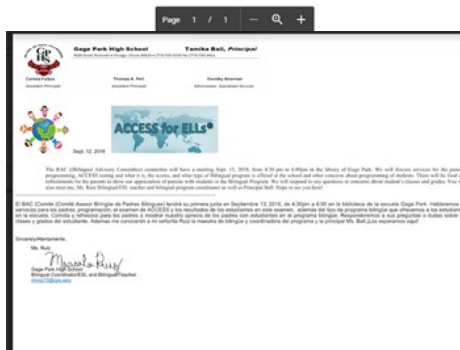
STUDENT REPRESENTATIVE (High School Only):
 Name: Adriana Roman Home Language: Spanish
 Address: 2507 W. 63rd St No Code: 60629
 Phone: 773.780.6269 Program Year: 2 Grade: 10

BS: Transitional bilingual education - 200% English as a Second Language (ESL) content instruction in English and content instruction in English with ESL strategies. Select 188 if the student is in a dual language education (DLE) Program.
 BR: Transitional Program of Instruction - includes English as a Second Language (ESL) and content instruction in English with ESL strategies.

AGENDA-Bilingual Parent Committee 1
 September 13, 2018- Gage Park High School 4:30-6:00pm



- Sobre mi, About me
- Clases de ESL/ESL Classes
- Sobre Gage Park/About Gage Park
- Sobre el Programa Bilingüe/About Bilingual Program
- ACCESS examen/test
- BAC elecciones/elections
- Proximas juntas/next meeting dates



ON-TRACK

Oct 03, 2018
Evidence
Powerpoint slides for BAC first meeting

BAC Bilingual Parent Committee

Comité de Asesoría Padres Bilingües

Ms. Ruiz

Agenda

- Sobre mi/ About me
- Clases de ESL/ESL Classes
- Sobre Gage Park/About Gage Park
- Sobre el Programa Bilingüe/about the bilingual program
- ACCESS examen/test
- BAC elecciones/elections
- Próximas juntas/future meetings

Sobre Ms. Ruiz

- Hola, soy la Maestra de Bilingüe y Coordinadora de Bilingüe en la secundaria Gage Park.
- Yo estude en la Roosevelt University para ser maestra de secundaria, y tengo mi Maestría en Curriculum y Instrucción con ESL y Bilingüe licenciaturas
- Yo fui parte del programa bilingüe aquí en Chicago, llegando a estados unidos a los 4 años de edad e estudiando en escuelas publicas toda mi vida.
- Yo me encargo de examinar a los estudiantes de bilingüe con screeners y ACCESS para determinar el nivel de lenguaje en ingles de sus hijos.

Las Clases Bilingues en Gage Park High School

- Gage Park tiene un total de 81 estudiantes en el programa Bilingue y nuevos estudiantes que necesito examinar.
- Yo enseño ESL 1, ESL 3, y Comunicaciones
- Ms. Gomez es nuestra nueva maestra de ESL, ella enseña ESL 2 y Comunicaciones.



Park High School (Ms. Ball-Principal)

- Gage Park is a 2nd school
- We offer nursing program
- We offer AP courses such as AP environmental science, and AP Spanish, AP English, AP History
- We offer new courses such as Creative writing, journalism, and Latin American and African American Studies.
- We have new staff to meet the needs of our incoming students
- We have a no cellphones policy and cellphone lockers
- We have uniforms policy enforced this year
- We offer Dual Credit classes in English
- We have a Student Voice Committee and Dreamers club



Sobre el Programa Bilingüe

- Ofrecemos un programa transicional (TBE) con colaboración con maestros además de sacar a los estudiantes de sus clases cuando necesitan ayuda en el ingles. Yo les traduzco el trabajo de otras clases al español. Además, yo también colaboro con otros maestros en ayudar a sus hijos con su aprendizaje de vocabulario y ingles.

ACCESS Test

- Este Examen determina cuanto ingles sabe el estudiante en habla, escritura, escuchar, y leer el ingles. Este examen lo doy en Febrero cada año y determine su permanencia en el programa, las clases que toman los estudiantes, y que servicios o tipo de educacion reciben los estudiantes.
- Necesitan un 4.8 en el total de el examen para salir del programa de bilingue
- Necesitan un 3.5 and el resultado literal para calificar para servicios part-time, en el que toman ya clases en solo el lenguaje ingles.

BAC Elections/ Elecciones BAC

Necesitamos de ustedes los Padres!!! Cada año hacemos elecciones para formar nuestro comite bilingue. Sin su firma, no podremos dar este servicio a ustedes los Padres.



Proximas fechas de las juntas

- October 18, 2018
- November 16, 2018
- December 10, 2018
- January 24, 2019
- February 19, 2019
- March 19, 2019
- April 26, 2019
- May 16, 2019
- June 6, 2019

Muchas Gracias!! Thank you!!



NOT STARTED

May 17, 2018

Evidence

Meeting Agendas, Minutes, Survey results.

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

Parent and Family Engagement Policy

Complete

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

Parents will be involved 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 by meeting on a monthly basis to discuss and strategize ideas. Parents will have input in the current and larger needs of families, and the workshops, training's, and events that can help address them.

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

The projected date for the Annual Title I meeting will be September 19th and our Title I PAC Organizational meeting will be October 3rd.

Gage Park High School will also offer the following opportunities to engage parents within our school and in the community:

- Provide monthly PAC and BAC meetings
 - Recruit parents to be part of our Parent as Mentors program in which parents volunteer 2 hours a day every week with in the school.
 - Invite parents to the weekly leadership development trainings that Parent as Mentors provides
 - Collaborate with local stake holders and school partners to provide workshops and trainings on issues and topics that interest parents.
- We will recruit and invite parents to these meetings and events through robo-calls, mailing, phone calls, emails and website announcements.

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.

Gage Park High School is dedicated to including and increasing parent engagement and ensuring their voice are included in any policy change and/or decision being made that impacts the whole school community. Opportunities for parents to offer suggestions will take place at each PAC, BAC, LSC and Parent Mentor Meeting. Additionally concerns are addressed through our Care Team and grade level meetings. In every case administration is always informed and ensures that follow through has been done.

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.

Teachers will create Individual Learning Plans for students indicating their child's academic progress and the interventions that they will use to improve their overall academics. In addition, results from PSAT/SAT interims will also be sent home quarterly.

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.

Letters will be sent home to parents in a timely manner when their student has been assigned to an educator who is not deemed highly qualified. Currently all teachers at Gage Park High School are deemed "highly qualified".

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

At our report card pick up events, orientation and designated PAC and BAC meetings we provide this information to parents. Teachers are also instructed to have deliberate conversations with parents to disseminate this information in other opportune times throughout the school year.

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.

Workshops will be made available to parents during our monthly PAC/BAC meetings and parent mentors training's on topics which include literacy, technology, and effective strategies in which parents can support their students at home to achieve academic growth.

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.

Gage Park High School has been extremely intentional in investing in programs and partners that help increase parent engagement. The sole purpose of the Parent Mentor program at our school is to increase parent engagement, parent leadership and voice with-in our school and provide opportunities for parents can play a supportive role in the classroom. We will ensure that all educators and staff are fully aware of the quantity and quality of parent volunteers available to assist them. We will also provide a professional training on the value of parent support and involvement in the school.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent and family programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents and families in more fully participating in their children's education. Please describe how this will be accomplished.

N/A

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

To ensure that we are communicating in a clear and concise manner to our parents we will ensure that any document with information pertaining to our schools events, workshops and opportunities meetings will be sent home in both English and Spanish.

Policy Implementation Activities

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

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

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

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

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

N/A

School-Parent Compact

Complete

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

Our mission is to invest in our future by working collaboratively to implement suitable programs to prepare students to excel in their future endeavors as it relates to college and technical careers. We do this by having students explore various opportunities, set goals, offering advanced course work, conducting field experiences and surveying student interests.

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.

We will be holding parent-teacher conferences on the following dates: 11/15/2018 and 4/11/19. These conferences are geared to allow teachers, parents and students the ability to address concerns or praise students regarding academic performance or behavior.

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

Teachers will create Individual Learning Plans for students indicating their child's academic progress and the interventions that they will use to improve their overall academics. In addition, results from PSAT/SAT interims will also be sent home quarterly. Also, progress reports will be mailed home and reports cards will be distributed during report card pick-up day.

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

Gage Park High School has an open door policy. If parents desire to set up meetings with staff they can do so through email or calling the school. Parents will also be presenting to staff throughout the year at various flex PD's through our Parent Mentor program. Staff will also be asked to attend workshops that parent mentors will be providing.

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.

Gage Park High School has been extremely intentional in investing in programs and partners that help increase parent engagement. The sole purpose of the Parent Mentor program at our school is to increase parent engagement, parent leadership and voice with-in our school and provide opportunities where parents can play a supportive role in the classroom. Parents are recruited at orientation, report card pick up, open house, parent meetings, LSC meetings and any activity that parents are present.

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

At appropriate meetings we remind parents to do the following:

- Sign up for parent portal so that they can monitor attendance, grades and completion of assignments.
- Ensure that their student's homework is completed and on a timely manner.
- Volunteering through our Parent Mentor program.
- Participating, as appropriate, in decisions relating to their students education.
- Promoting positive use of my child's extracurricular time.

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

The LSC, PAC and BAC are all spaces designed to address any issues and suggestions that parents may have. When it comes to any major decisions pertaining to the education of their students we will ensure to engage parents in these spaces.

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 complete goal setting during their Seminar class every five week. Students set academic, behavioral, and attendance goals. Each quarter students that meet the criteria for having 95% or higher attendance, a C or higher in all content areas, and 1 or less behavioral infractions will receive certificates and incentives for being on track.

Parent Budget

Complete

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

Goal 1: Invite parents in from feeder schools (July 2018-June 2019, on-going)

Goal 2: Parent Portal Workshop (November 2018)

Goal 3: Parent Night (March 2019)

PAC meetings will be the following:

- Annual PAC Meeting September 19th
- Title I Organizational Meeting October 3rd
- November 8th, 2018
- December 13th, 2018
- January 10th, 2019
- February 14th, 2018
- March 14, 2019
- April 11, 2019
- May 9th, 2019
- June 13, 2019

BAC meetings will be in the following dates:

- September 13, 2018
- October 18, 2018
- November 16, 2018
- December 10, 2018
- January 24, 2018
- February 19, 2018
- March 19, 2018
- April 26, 2018
- May 16, 2018
- June 6, 2018

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

Account(s)	Description	Allocation	
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 500	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 650	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0	.00

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

\$	0	.00
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For Parents use only.

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

\$	581	.00
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Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

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

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

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

\$	0	.00
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Must be used for parent and family engagement programs only.

53306 **Software**

\$	0	.00
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Must be educational and for parent use only.

55005 **Furniture and Equipment**

\$	569	.00
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Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.