



Sarah E. Goode STEM Academy / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
02/23/2018	Department Chairs, Grade Level Leads, UMOJA and security team	CIWP Planning Meeting
04/17/2018	LSC Member	Review CIWP Draft
04/24/2018	Department Chair Meeting	Review CIWP Draft
04/27/2018	Department Chairs, Grade Level Leads, UMOJA and security team	Review CIWP Draft
05/03/2018	Department meeting presentation	Finalize CIWP
05/01/2018	PAC Meeting	Review CIWP and PAC Budget Approval

School Excellence Framework

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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The following description from 2016 still seems appropriate based on updated 5 Essentials Survey results. The school's vision and core beliefs were readily available (on the school drive) for staff and community and were determined to help set the direction and create a sense of purpose to drive the curriculum and instruction. Data, from a 5 Essentials aligned questionnaire, in regards to empowering others to make significant decisions showed a mixed response. 48% of teachers did not feel they had input in regards to discretionary funds, while at the same time they did feel they had influence over instructional materials (89%). Over half the teaching staff believes many teachers are not helping to maintain discipline outside of class. While the data suggests there is a clear vision and set of core beliefs, the decisions that are being made in regards to them appear to be driven mostly by the administration. Data also suggests that there are inconsistencies in some areas in regards to the collective responsibility for meeting our school's vision and core beliefs. After data was collected and shared with the committee it was decided that a rating of 2 would best fit this particular descriptor because we question whether current staff and the community know and are upholding the core beliefs. There is also a lack of clarity on what those beliefs are based on the discrepancy between hallway fliers and public announcements and the official core beliefs on the website and in the staff handbook. Although the core beliefs are available in several locations (website, staff handbook, etc.), we question whether we are living and breathing these beliefs. For instance, do our core beliefs and our vision drive hiring, curriculum, resource choices, etc. Furthermore, more transparency is needed in budgetary decisions to make sure that discretionary funds are spent with the school's mission and vision in mind. While there is a limited amount of time provided for the entire staff to meet as a whole, we acknowledge the newsletter has done a good job of relaying necessary information and for keeping the staff focused on unifying goals.

If we redirect our attention to our vision, mission, and core beliefs, we will ensure that a consistent message is relayed to the entire school community. This consistency will eventually lead to a positive change in school culture. Additionally, by making budgetary and resource decisions more collectively, teachers will take greater ownership and make full use of the resources provided.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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

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The ILT meets regularly on a biweekly basis and consists of department chairs, instructional coaches, and the administration. The meetings were changed from weekly to biweekly to focus on building leadership capacity. Grade level leads were removed from the ILT to focus on grade level MTSS work. Our Targeted Instructional Area (TIA) and Powerful Practices were defined in the Fall of 2017. The TIA statement was revised to be all inclusive of every discipline. An observational tool with look-fors has been created and tested with teacher designed walk-throughs. This tool has received feedback from Network 10 and the Network for College Success (NCS).

Since being defined, the TIA has been refined over the past two years. Despite creating necessary collection tools and creating plans for a Learning Cycle, the work of the ILT is not influenced by quantitative data but rather qualitative data collected from Network walk-throughs, internal walk-throughs and qualitative data provided by the instructional coaches based on their observations and coaching cycles with groups of teachers or individual teachers. Our norms have been revised this school year to create the space for equity of voice on the ILT, to encourage a problem solving culture and to be critical friends. Some of the work of the ILT needs to be taken back to department meetings. . The ILT decides when this is necessary and appropriate and the department chairs are responsible for this communication.

If we complete full learning cycles, we will be able to make decisions that are data driven to develop strategies that are more targeted, effective, and efficient in improving how students learn, how teachers teach, and how the community supports both learners and teachers.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	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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Professional Learning for whole staff is primarily centered around Understanding by Design (UbD), Kagan Structures for Student Collaboration and Restorative Justice. This level of focus is a positive and welcome change from the piecemeal and "breadth over depth" approach of the past. Grade-level teams have been given more time to collaborate (13 meetings as opposed to 7 in the previous CIWP). The Goode administration is supportive and encourages both internal and external professional development, whether it be in the content area or in areas such as social-emotional development.

To improve professional learning for teachers, whole staff professional development (PD) needs to be more focused on data connected to our TIA and Powerful Practices and strategies to make these practices more successful. Furthermore, 2017-2018 data needs to be collected and analyzed to create a PD calendar for the upcoming year. PD must be informed by data from REACH observations and learning cycles. PD should be differentiated to make sure that adults are getting the support that they need to increase academic achievement. While teachers receive two weeks or more for safe practice, we are wondering how much more time for "safe practice" is needed and how to include this in the PD Plan. More monitoring of implementation is also needed during professional learning cycles. While teachers receive PD during learning cycles, read professional texts, peer observations and teacher accountability for producing evidence that PD has transferred to their actual classroom practice is missing from professional learning cycles.

A new teacher mentor program was created last year but was not carried out with fidelity this year due to low teacher participation and lack of accountability on the part of mentors and mentees from the previous year. Teachers have been paired and while training was available on building coaching and mentor relationships, participation was low and had an adverse effect on the mentoring program.

If we align PD based on data collected from completed learning cycles and REACH observation data, coupled with some form of teacher accountability then we will see more growth in instructional effectiveness and more staff engagement in PD sessions. Ultimately, this should not only lead to higher teacher ratings and higher retention rates, but to improvements in student achievement and teaching practices as evidenced by higher SAT scores, REACH performance tasks, ACCESS scores, state seal of bi-literacy, STEM implementation in classrooms, and increased participation and success in dual enrollment and AP classes.

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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The school's mission is that all our students graduate with an associate's degree or obtain a significant number of college credits and to master the Goode Life Habits. The school's schedule and structure is well-aligned with the school's mission. The 4 by 4 schedule provides students with the best opportunity to enroll in dual enrollment classes as early as possible. Currently, 182 Goode students are dual enrolled, and 18 of these students are on track to receive an Associate's degree in 4 years. Over the last few years there has been a shift to ensure potential students are aware of the school's focus and mission and are interested in STEM fields. Hiring committee has developed a substantial process to ensure teachers are aligned with core values and understand the programs at Goode. Department Chairs work closely with the Leadership Team to ensure that staff input is a key part of hiring decisions. Our STEM Specialist ensures STEM is being integrated school-wide. Changes should be made to better accommodate the needs of students who are more than one year below grade level to ensure that they will be able to take advantage of the ECSS program. Offerings should use MTSS data and be more targeted towards increasing the number of students in dual enrollment classes. More community resources are needed to meet the social-emotional needs of students at-risk. Umoja has begun to help support the social-emotional needs along with several outside organizations and small-groups led by counselors. IBM mentoring is sporadic and inconsistent, many students need a mentoring program that provides more face-to-face time and a more personal feel. We should seek out additional business partnerships who can offer mentoring help as well as financial help.

If we align our resources (time, personnel, and finances) to better serve all the members of the student body, then Sarah E. Goode students will feel a stronger connection to the school, student-staff relationships will improve, and our culture for learning will be stronger. Staff will feel more comfortable utilizing STEM resources. Furthermore, we should also see an increase in the number of students who are taking advantage of dual enrollment classes and earning associate's degrees.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.

- Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
- Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkit: 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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There has been a concerted effort to work with teachers on aligning units of instruction, utilizing "big ideas", exposing and extending opportunities for all students to grade-appropriate texts and tasks, engaging all learners, integration of SEL, use of real-world application and implementation of STEM. In our continued support of STEM Integration, teachers have been collaborating and partnering with GEAR-UP, Texas Instrument, and Illinois Math and Science Academy. As a result, teachers and instructional coaches are utilizing the resources that are available through these partnerships. Teachers are using Atlas to help align and differentiate curriculum, meeting regularly in course teams, implementing yearly STEM Fest projects, implementing Achieve 3000 to increase lexile levels, implementing No Red Ink to improve language skills, collaborating and implementing PBL with the Museum of Contemporary Art through the SPACE program to bring arts and civic engagement Implementing Standards-based-grading practices across some course teams, and providing additional learning opportunities through 1080, VEI, Robotics and We the People.

However, we need to use ATLAS to identify gaps, revise unit maps, be more intentional in creating units for the purpose of cross-curricular projects, standardize SBG assessments across course teams and create a bank of assessments. We also need to move to 1 PBL authentic tasks per quarter rather than per semester and create 1 cross-curricular project per grade level per year.

If we use Rubicon ATLAS to monitor curriculum, then we can improve vertical and horizontal alignment, which leads to authentic tasks, thematic units across disciplines, and problem-based learning.

Guide for Curriculum

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

Evidence, Measures, and Standards

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

Instructional Materials:

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

Score

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Instructional materials are not created or implemented for student's developmental appropriateness. Materials for DL and EL students are not differentiated and text are not based on their learning levels or primary language. Technology is integrated one to one for instruction to provide students with opportunities to engage with texts and content using Canvas, Google Classrooms, Achieve 3000, Pear Deck, No Red Ink, Khan Academy, Lexia, Think CERCA, and Academic Approach. However, many materials and technologies are not being fully used to enhance creative thinking and higher order thinking.

However, teachers need to provide more scaffolding and differentiation for all students to access and successfully use new technologies. As a school, we need to determine and implement benchmark skills across classes (writing a professional e-mail, conducting research, creating websites...) to connect to real-life applications and cross-curricular projects. We also need to offer additional PD on using technologies and instructional materials to best support all students.

If we use tools for differentiation (Canvas, Achieve 3000, Pear Deck, No Red Ink, Khan Academy, Academic Approach, Turn It In) in a variety of content areas and grade levels, then we see more engaging instruction and supportive environments which leads to student growth and success.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

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

We have begun to examine SAT data in course teams and measure student growth using data from standardized assessments through PD from CollegeBoard, Academic Approach, and coaches in the building. Teachers are also capitalizing off of PD on using Close Reading to support students on SAT and in understanding classroom texts. Additionally, teachers are beginning to implement problem or project-based learning in student curriculum.

However, we need to focus on implementing cross-curricular lessons across grade levels. Teachers need PD on scaffolding and differentiation in lessons to provide cognitively challenging tasks that are individualized for the students and on examining student work as teams to analyze data to increase growth for teachers and more rigorous units that are aligned to common core state standards.

If we implement student work protocols and conduct learning walks across content areas and grade levels, then we will see more intentional, engaging tasks which will lead to more rigor in performance-based assessments and better aligned to CCSS.

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 Assignments Reflect Today's Higher Standards?✓ Student Work Protocol (SQIP)✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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

Students are exposed to College and Career through classroom experiences, college and job site visits, STEM-focused internships, and through summer programs for Freshmen and Sophomores. Naviance has been used in Senior/Junior Seminar, but other grade levels have not adopted the use of Naviance fully. SAT data for current juniors has revealed that less than 10% of students are hitting college benchmarks according to college readiness standards, so we have provided ARC tutoring, targeted and differentiated classroom lessons, and outside resources to help students reach their goals.

College and internship opportunities are available to all students meeting the individual opportunities requirements. IBM has provided internship prep workshops on resumes building, interviewing, etc and is providing opportunities for monthly trips to IBM and other tech companies to ensure work-based learning opportunities. The school has also partnered with GearUp to support class of 2020 and 2021 with tutoring, college visits, and other opportunities to ensure they are college and career ready. AP and Dual Credit/Dual Enrollment programs currently ensure that over 40% of our Seniors are leaving with at least one college credit and that more than 46% of our current 10th and 11th graders are taking a college level course. Umoja, counselors, PLT, and our College and Career Coach have ensured opportunities to highlight acceptances, review award letters, ensure FAFSA completion and track enrollment and persistence.

We need to work on developing more opportunities for students to work on soft skills, ensure that AA males are equal participants in Early College and Internship opportunities, and work on scheduling English and Math courses for upperclassman that have completed their credits. Additionally, we need to increase support for students looking for internship and trades, which includes alternative college fair or trade school visits.

If we open our college and internship opportunities to a wider range of students, then we will see more student confidence and awareness, which leads to more college and career persistence.

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 ✓ Nonincome Health 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"> ✓ Researching College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Last year 2016/2017: 62% of our building is being rated at Unsatisfactory or Basic for Domain 3. While each of the components in Domain 3 have similar REACH scores, component 2 (Using Questioning and Discussion Techniques) rates particularly low (2.22). In comparison, the scores for Component 1 (Communicating with Students) is higher (2.54). Our suggestions for areas to improve in are: Using Questioning and Discussion Techniques and Engaging Students in Learning.

Over the past 2 years, there has been professional reading around the text "Academic Conversations" as well as Understanding by Design. Students are showing increased levels of collaborative work, but the rigor and depth of learning are varied across the building. This year a strong push for using more complex text in the classroom as well as standard methods for breaking down and analyzing that text has started the journey towards classes that are based on higher-order thinking. However, we need to work on our use of 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. We also need to develop our teachers on their techniques that enable students to engage each other in authentic discussions about content using text support and developing their own questions within the conversations.

We have started to keep more collaboration documentation for some of our more challenging students with learning disabilities. We are targeting instructional techniques that we feel are working within our classrooms.

Some walkthroughs, as well as classroom video, have been used to assess our progress towards our goals of analyzing complex text through academic discourse. However, we have not standardized expectations for the level of text and dialogue in classes, and we have not consistently used student work protocols to assess our progress at the classroom level. Furthermore, our walkthrough and video data has been sporadic, and so we don't have a complete picture of student progress towards these goals.

If we can move to a system where teachers monitor student understanding of standards, then we will see teachers taking responsibility and ownership of their pedagogy of student learning in their classroom, developing structures for differentiation. This will lead to improved student understanding and learning. Furthermore, departments and the ILT need to create a system for monitoring student progress in our schools Targeted Instructional Area by looking at student work at regular intervals throughout the year.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

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

Score

1 2 3 4

Current 9th and 10th-grade classes are using Standards-Based Grading, but more training for teachers is needed. Assessment rubrics have been created by departments to use as part of the implementation and expansion of SBG. Junior level teacher will implement in 2018-19 and Senior teachers will implement in SY 19-20. According to Atlas data, assessments are varied in type and the use of Academic Approach has been introduced for 5-week assessments in Core Content classes in SY17-18. There has been a clearly defined assessment calendar developed with interims, midterms, finals.

Grading policies have been agreed on in Grade-Level teams and there has been a shift in the majority of gradebooks to include an emphasis on summative assessments and retakes in line with SBG expectations. However, Gradebooks still show inconsistent grading practices, category types, number of grades within course teams, department teams and grade level teams.

Additionally, student work protocols and DDI cycles have not been used outside of interim data in most course teams to develop scope and sequence or to implement corrective action plans and MTSS.

Since SBG will be rolled out to three of the four classes next year some school-wide tuning around our grading practices is necessary. Professional learning should address three areas. First, some reading and PD should address the why: including an explanation of grading for understanding. Later PD should address general grading practices. Finally, PD should culminate in Departments and Course Teams to finalize the way that SBG will look for their teams and to cement Standards that each team will focus on (ideally vertically aligned with the other teams in that department).

If we provide additional PD to teachers on using SBG, DDI, and Protocols for Examining Student Work, then we will see more balanced assessments and instruction that is more aligned to assessment data.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ SGRP Attainment and Growth
	Five Essentials
Ambitious Instruction	
MTSS Framework: Curriculum & Instruction	
1.c. Selecting Learning Objectives	
CPS Framework for Teaching	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
	4.b. Maintaining Accurate Records
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

We have not developed a full implementation system of academic and social-emotional (SEL) supports for all students. While structures are in place for a comprehensive and effective MTSS system, the programs are being used by teachers and staff on a very limited basis and not enough resources are available to support Tier 2 and 3 interventions. The school 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 through grade-level meetings. Grade-level meetings occur about once a month to plan tier 2 and 3 academic interventions for students who are failing classes or have low attendance but follow through is inconsistent from the majority of team members. Our Freshmen off-track rate as of week 20 was 90.2%, which is an increase of over 6%; However, it is still below our school-wide goal of 95%. Our Freshmen on-track rate as of week 15 was 53%, which is an increase of over 9.5% from the previous school year, however, is still below our school-wide goal of 95%. We continue to struggle with ensuring that interventions are implemented throughout the quarter/semester rather than just at the end before grades are due. Teachers are responsible for completing action plans for students that are off-track to help create a systemic implementation of interventions.

Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students is inconsistent. There is a lack of additional targeted academic and SEL supports (Tier 2), and there are few deep and intense supports (Tier 3) based on individual and small group needs. Tier 2 supports have been implemented through ARC for grades and to improve PSAT/SAT data but the attendance has not been consistent or as far-reaching as was expected. Additionally, our behavioral health team is currently implementing some tier 2 and 3 behavior interventions such as CICO, individual and group counseling services, and leadership classes. The team is also working with network staff to form relationships with additional outside resources to provide more intense supports for out Tier 3 students. Improved communication between stakeholders will support the implementation all MTSS tiers.

The MTSS team is currently beginning bi-weekly walkthroughs using a rubric to analyze Tier 1 and 2 supports in the classroom, especially in classrooms with DL students.

If we continue to build our Tier 2 and 3 supports, then our on track and attendance data will show substantial increases.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**

- Monitor students requiring and receiving targeted and intensive instruction/interventions.
- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1.a. Demonstrating knowledge of content and pedagogy 1.b. Demonstrating Knowledge of Students 1.d. Designing Coherent Instruction 2.d. Managing Student Behavior 3.d. Using Assessment in Instruction 3.e. Demonstrating Flexibility and Responsiveness 4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

Our school population has an overall positive culture for learning. However, a small portion of the population does not seem focused on a drive for success. This percentage reflects attendance, behavioral issues, and a feeling of disrespect from all parties. We are currently utilizing Umoja and other resources to help these students master the Goode Life Habits. As we continue to identify the socio-emotional needs of our students, this will lead to improved relationships between staff and students, as well as greater ownership of students' educational goals. In addition, staff requires the training to identify socio-emotional needs and how to react to/address those needs. We conclude that a positive culture for learning is directly related to identifying and addressing not only the educational needs of our students but also their socio-emotional needs. Most teachers are also utilizing CHAMPs to ensure that students understand the expectations for them in the classroom to further improve the classroom environment. As a school, we need to continue to conduct training in restorative practices and classroom management. We need to properly identify the staff members who are successfully utilizing these practices and allow the opportunity for them to model these to others. Collaboratively between administration, Umoja, and the discipline office, they can identify the successful use of restorative practice and allow for the mentoring of others. The physical environment includes many examples of posters, banners, etc that further express the expectations for a College-Going Culture and our Goode behavioral expectations. If we focus on more community building, CHAMPs, and restorative practice, then we will help build stronger relationships that will lead to an improved Climate and Culture throughout the building.

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 ✓ SGP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Competency Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/lel) ✓ 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

The trust level is improving; however, per our 5 Essentials data not all stakeholders trust leadership, teachers, or each other. The biggest bright spot in this data is that 79% of students share a mutual respect and trust. The peace room has provided an opportunity for students to prevent or repair conflict amongst themselves and community building activities have helped create more positive relationships amongst stakeholders. However, some students, parents, teachers, and other members of the Goode Community still do not feel highly respected by others.

Although, we have had some examples of focusing on cultural identities of our students, more work needs to be done. Teachers and students need further training and support to more genuinely form relationships with one another and their peers.

If we improve interactions between and amongst students and staff, then we can improve the trust in and amongst one another.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 **2** 3 4

Students have expressed comments, and a few common phrases shared with staff are, "We're not even doing anything" or "I don't understand what we are doing" or "we have a sub" Although we know that this cannot be entirely true, the sentiment says something about the situation. Observations have also been made of students in classrooms hanging out, on their phones, lounging, etc. On the other hand, there are some classes and some students who are engaged about their work and go as far as to share this work with adults around the building out of excitement.

The school does provide a wide breadth of opportunities, from the partnerships with IBM and Daley College to After School Matters to Gear Up to all the major sports to dance programs and beyond. Additionally, the partnership with MCA and the artist in residence has worked to connect students with Civic Engagement through Art.

Student voice is still a big component that is missing. Student Council has not got off the ground as it did last year with implementing opportunities for student voice such as town halls. More opportunities need to be developed for students to have more choice and voice in the decisions of the building. There also needs to be an equity of voice amongst our students as some students feel left out from decision making as they are not Early College students.

If Student Council is put back into place, then students will feel like they have a more formalized way of expressing their concerns about school policies and events.

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"> MVMS Student Survey completion rates and results Artifact from student-run organizations and events (including SVCs) Meeting minutes/agendas that include student participation Policies regarding student engagement in decision making Sample learning reports and/or reflections of SL projects Link and curriculum maps, rubric, assessment artifact 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	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS 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

According to our 5 Essentials Data, only 22% of our students feel safe in or around school. Additionally, our current discipline data reveals Group 2, 5 and 6 infractions are down from last year. Group 1, 3, and 4 are about the same as last year. Our highest being Group 1 classroom disturbances. Our current out of school suspension rates are trending the same as last year and still show a higher level of AA males receiving OOSS than other groups. Our hallways still represent the largest number of incidents and students and staff have vocalized concerns about the behavior in the hallways on a daily basis. However, our students with multiple misconducts has decreased due to the use of Umoja and restorative conversations. We are utilizing restorative conversations as our number 1 response to infractions to help ensure that there are fewer repeat misconducts.

If we continue to utilize restorative practices and CHAMPs, then we will continue to see a decline in higher level infractions and see a decline in classroom disruptions.

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	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

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

1 2 3 4

The school is in its second year of restorative practice and is currently going through a transitional phase in terms of consequences. With the introduction of an Umoja-led ISS directed toward classroom attendance, students are participating in restorative consequence that targets specific issues. Despite these new strategies, students still being suspended and put out of school is increasing from the year before. This year, the demerit system that was heavily used as a level 1 intervention has been diminished, leading to staff members having to use alternative level 1 interventions that they are unfamiliar with. Confusion amongst staff is becoming an issue in discipline organization.

If we continue to utilize community building circles and peace circles, then we can be more proactive in our discipline practices.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

NOW/WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

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

1 2 3 4

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 school develops strong parent partnerships characterized by involving parents in the instructional program: Besides "Open House" events for incoming 8th graders and during LSC meetings, there is no structured form of giving and receiving feedback from parents regarding the school's instructional program. The school recently signed up for "Remind" to encourage teachers & staff to further their communication options with parents.

Additionally, the school has begun honoring and celebrating calendar events such as Black History Month, Dia de los Muertos, Women's History month, etc, through public displays and theatre performances. There is also a new Weekly Parent Newsletter going out via email.

Inspiring participation and high levels of collaboration with families: The school partnered up with Daley, one of the City Colleges Chicago, to offer ESL for adults on the school campus. The Dia de los Muertos display was also a collaboration between parents, community members, and students.

The PAC and BAC are active, boasting high attendance at their meetings. Meetings are held monthly and bi-monthly (i.e. BAC). There are also workshops being held outside of these regularly scheduled meetings. Parents also highly participate in our school events, such as sporting events, plays, coffee with the principal, and other extracurricular opportunities that our students participate in. However, we must improve our parent involvement with African American parents

Although teachers are building relationships with parents through individual meetings and phone calls home, parents don't seem to be highly active within the school community. We don't feel that there are enough opportunities for all parents to be involved in school activities or have their voice active in school operations. There is no transparent way of knowing how or when these concerns have been addressed.

If we increase ways of two-way communication for parents, then we can increase the potential for parents to feel more involved in the overall direction of the school.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Highschool)

17 of 17 complete

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

We will continue to focus on improving Climate and Culture and parent involvement.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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PSAT 9 Annual Growth Measure

We have begun to utilize interim and PSAT data to backward plan more effectively and adjust our scope and sequence. Continued DDI cycles using this data will help us move our data gradually over the next few years. We are also more thoroughly utilizing Khan Academy in our classes and as outside work for our students.	(Blank)	31.00	35.00	40.00	45.00
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PSAT 10 Annual Growth Measure

We have begun to utilize interim and PSAT data to backward plan more effectively and adjust our scope and sequence. Continued DDI cycles using this data will help us move our data gradually over the next few years. We are also more thoroughly utilizing Khan Academy in our classes and as outside work for our students.	(Blank)	31.00	35.00	40.00	45.00
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SAT Annual Growth Measure

Measures were put in place to target students for SAT prep work with several outside vendors. In addition, there has been a school-wide push to use Khan Academy in classrooms. Students have also been invited into targeted groups for after-school tutoring in the ARC to work toward improving skills. All of this is in conjunction with our work to improve rigor and intentional planning in our classrooms.	(Blank)	42.00	45.00	50.00	55.00
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3 yr Cohort(SAT) Growth Measure (this will be a new metric)

We have begun to utilize interim and PSAT data to backward plan more effectively and adjust our scope and sequence. Continued DDI cycles using this data will help us move our data gradually over the next few years. We are also more thoroughly utilizing Khan Academy in our classes and as outside work for our students.	(Blank)	(Blank)	45.00	50.00	55.00
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African-American School Growth Percentile SAT11

Priority groups will continue to see improvement as we continue to focus on rigor, Khan and ARC support.	(Blank)	32.00	35.00	40.00	45.00
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Hispanic School Growth Percentile SAT11

Priority groups will continue to see improvement as we continue to focus on rigor, Khan and ARC support.	(Blank)	64.00	69.00	75.00	78.00
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English Learner School Growth Percentile SAT11

We have begun to utilize interim and PSAT data to backward plan more effectively and adjust our scope and sequence. Continued DDI cycles using this data will help us move our data gradually over the next few years. We are also more thoroughly utilizing Khan Academy in our classes and as outside work for our students. Individualized instructional plans with strategic use of Lexia and think CERCA to support needs will be developed. Native language and ESL instruction will support their academic development as students build their English language proficiency. English language learners needs are also addressed through the DL goals since about 50% of our ELL's are Diverse learners also.

(Blank)

(Blank)

35.00

40.00

45.00

Diverse Learner School Growth Percentile SAT11

Priority groups will continue to see improvement as we continue to focus on rigor, Khan and ARC support.

(Blank)

(Blank)

35.00

40.00

45.00

Percent Meeting College Readiness Benchmarks

We will continue to work on building rigor in the classrooms, providing 5th year English and Math and 4th year Science classes for all students, and targeting students using Skills Insight to better provide small group and individualized instruction.

(Blank)

25.00

30.00

35.00

40.00

Early College and Career Credentials Rate

As more students become College Ready due to measures listed above, we will have an increase in students that can be targeted for Early College. We are working on improving pass rates on the Aleks exam and providing additional IT supports so students continue to persevere through the ECSS program.

53.00

45.00

50.00

55.00

60.00

Freshmen On-Track Rate

FOT team has several ongoing supports to ensure proper MTSS for 9th graders including small group pull-out, mandatory ARC tutoring, regular GL meetings to identify students off track, and incentives for students with improvements in grades and attendance.

92.00

90.00

95.00

95.00

95.00

4-Year Cohort Graduation Rate

Increased MTSS supports/interventions will prevent students from falling off-track and continued push for immediate credit recovery will ensure students do not fall too far behind. Support for 9th and 10th grade students from GearUp will continue to support our efforts to keep students on track from the beginning.

91.00

88.00

95.00

95.00

95.00

1-Year Dropout Rate

Senior Watchlist has allowed us to continue to monitor and support students during their Senior Year that need credit recovery or additional MTSS supports. This watchlist is utilized by the counselors, grade level members, and the administration to regularly check in on students to ensure all students graduate.

0.00

0.00

0.10

0.50

0.40

College Enrollment Rate

Junior and Senior Seminar with Umoja support will ensure students are applying to colleges, scholarships, and FAFSA. PLT has organized college trips, college fairs, award letter reviews, and provided other supports to ensure students are enrolling in College. Summer Melt counselor is also in place to check in on enrollment status and support graduating Seniors.

(Blank)

66.00

76.00

80.00

80.00

College Persistence Rate

College and Career Coach will continue outreach to students in college to support them with FAFSA, Scholarships, etc. OneGoal teachers will also follow their cohorts through their first year of college to ensure students persist.

(Blank)

(Blank)

85.00

85.00

85.00

Average Daily Attendance Rate

We will continue to increase incentives for student attendance, work closely with teachers to correct errors, and increase parent engagement to support improving student attendance.

92.00

89.00

95.00

96.00

97.00

Custom metrics

3 of 3 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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PSAT and SAT Growth

We will continue using Academic Approach as an interim assessment for our 9th, 10th and 11th grade in order for teachers to rigorous lessons. The goal will be for our 11th-grade students to be at the national 45%ile in 2020. Teachers will continue having intense PD for around DDI and ensuring that students are provided with the appropriate tasks.

(Blank)

(Blank)

34.00

39.00

45.00

CCSS /NGSS Scope and Sequence Designed Using UbD

Teachers at Sarah E. Goode STEM Academy will engage in continus and long term professional development in Understanding by Design for the purpose of building teachers capcity to design learing that helps all students to achieve at high levels, and understand STEM K-12 Program of Study and Careers. As an integral part of UbD STEM K-12 Program of Study recommends the integration of both engineering and computer science practices and student exposure to STEM Careers.

(Blank)

(Blank)

50.00

75.00

100.00

Problem Based Learning

As an Early College STEM School, it is imperative that teachers design transdisciplinary units of study to incorporate PBL and STEM culture, practices and mindset. The purpose is for teachers to ehance student learning through authentic performance assessments, project based learning, standards based instruction, technology integration, cooperative learning, and personalization, as highlighted in the Chicago Public Schools STEM Standrds for success.

(Blank)

(Blank)

1.00

2.00

3.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we provide additional PD to teachers on using SBG, DDI, and Protocols for Examining Student Work, then we will see more balanced assessments and instruction that is more aligned to assessment data.

then we will see more balanced assessments and instruction that is more aligned to assessment data.

effective teaching in every classroom and a curriculum based on state standards

Tags:

Assessment and grading

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

First, some reading and PD should be provided to explanation the purpose of SBG grading. Later PD should address general grading practices. Finally, PD should culminate in Departments and Course Teams to finalize the way that SBG will look in various teams and to cement Standards that each team will focus on (ideally vertically aligned with the other teams in that department).

ILT
Instructional
Coaches

Sep 5, 2016 to
Jun 17, 2019

Behind

Strategy 2

If we do...

If we continue to build our Tier 2 and 3 supports

...then we see...

then we see substantial increases in our on-track and attendance data

...which leads to...

higher levels of academic student success and improved social emotional learning.

Tags:

Multi tiered systems of support

Area(s) of focus:

1

Action step

Create a tool to assess what is working and what is not working
 Select an integrated tool for collecting and making sense of all data collected
 Build teacher capacity for a more effective coaching teaching model to ensure implementation of successful Tier 2 interventions
 Provide PD for teachers

Responsible

MTSS Team (Grade level leads, MTSS Lead, Instructional Coaches, one counselor, administration)
 Classroom teachers

Timeframe

Feb 3, 2017 to Jun 17, 2019

Status

Behind

Strategy 3

If we do...

If we can move to a system where teachers monitor student understanding of standards

...then we see...

then we will see teachers taking responsibility and ownership of their pedagogy, student learning in their classroom, and improve the structures for differentiation

...which leads to...

improved student understanding. Furthermore, departments and the ILT need to create a system for monitoring student progress in our schools Targeted Instructional Area by looking at student work at regular intervals throughout the year.

Tags:

Instruction

Area(s) of focus:

4

Action step

Departments and the ILT need to create a system for monitoring student progress in our schools Targeted Instructional Area by looking at student work at regular intervals throughout the year.

Responsible

ILT (Department chairs, Instructional Coaches, Administration)
 Administration
 Classroom Teachers

Timeframe

Feb 26, 2018 to Jun 17, 2019

Status

On-Track

Strategy 4

If we do...

we use Rubicon ATLAS to monitor curriculum

...then we see...

then we will see an improvement in vertical and horizontal alignment, improved thematic units across disciplines, problem based learning and authentic learning task

...which leads to...

the teaching of quality lessons and higher levels of learning, engagement and student achievement will improve.

Tags:

Curriculum Design, Curriculum, Curriculum review, Curriculm alignment

Area(s) of focus:

5

Action step

Responsible

Timeframe

Status

Use Rubicon ATLAS to identify gaps and revise unit maps
 Create units for the purpose of cross-curricular projects, standardize assessments across course teams and create a bank of assessments.
 Teachers produce one PBL authentic tasks per quarter rather than per semester and create one cross-curricular project per grade level per year.

All teachers
 Instructional
 Coaches

Sep 4, 2018 to
 Jun 17, 2020

Behind

Strategy 5

If we do...

If we continue to utilize restorative practices and CHAMP's

...then we see...

then we will continue to see a decline in higher level infractions and classroom disruptions.

...which leads to...

a safer and more productive learning environment for students and teachers

Tags:
 Safety and order

Area(s) of focus:
 2

Action step

Goode teachers and staff will continue implementing restorative practices with UMOJA.
 New teachers and teachers needing support will be trained in CHAMPs.
 Student voice committee will be created.
 Supportive Environment score from the Five Essentials Survey will be analyzed and create next steps.

Responsible

Dean
 Administration
 Security
 Other Staff

Timeframe

Aug 1, 2018 to
 Jun 30, 2019

Status

Behind

Safety and order

Action Plan

Strategy 1

BEHIND

First, some reading and PD should be provided to explanation the purpose of SBG grading. Later PD should address general grading practices. Finally, PD should culminate in Departments and Course Teams to finalize the way that SBG will look in various teams and to cement Standards that each team will focus on (ideally vertically aligned with the other teams in that department)."

Sep 05, 2016 to Jun 17, 2019 - ILT Instructional Coaches

Status history

Apr 26

BEHIND

Apr 26, 2018

Problem

The entire staff has not been trained on SBG and those that have received training, share that it has not been sufficient

Root Cause

Next steps

Strategy 2

BEHIND

Create a tool to assess what is working and what is not working Select an integrated tool for collecting and making sense of all data collected Build teacher capacity for a more effective coaching teaching model to ensure implementation of successful Tier 2 interventions Provide PD for teachers"

Feb 03, 2017 to Jun 17, 2019 - MTSS Team (Grade level leads, MTSS Lead, Instructional Coaches, one counselor, administration) Classroom teachers

Status history

Apr 26

BEHIND

Apr 26, 2018

Problem

High teacher mobility Not all teachers are well versed in planning for Tier 2 and Tier 3 supports Still building a strong MTSS Team

Root Cause

Next steps

Strategy 3

ON-TRACK

Departments and the ILT need to create a system for monitoring student progress in our schools Targeted Instructional Area by looking at student work at regular intervals throughout the year."

Feb 26, 2018 to Jun 17, 2019 - ILT (Department chairs, Instructional Coaches, Administration) Administration Classroom Teachers

Status history

Apr 26

ON-TRACK

Apr 26, 2018

Evidence

The ILT has is on track for generating systems for monitoring students' progress towards our TIA. A tool for assessing the TIA has been created by all course teams and the ILT will began looking at data in the next couple of weeks

Strategy 4

BEHIND

Use Rubicon ATLAS to identify gaps and revise unit maps Create units for the purpose of cross-curricular projects, standardize assessments across course teams and create a bank of assessments. Teachers produce one PBL authentic tasks per quarter rather than per semester and create one cross-curricular project per grade level per year."

Sep 04, 2018 to Jun 17, 2020 - All teachers Instructional Coaches

Status history

Apr 26

BEHIND

Apr 26, 2018

Problem

During the second semester of last school year we began using Rubicon Atlas to provide a way for teachers to collaborate on curriculum and share their units with other teachers in and outside of their course teams. Course teams are provided time weekly to work on their unit plans using the UbD Framework. The unit plans are reviewed by instructional coaches, administration and department chairs for the purpose of providing feedback for improvements to ensure teaching and learning at the highest level. There is focus this year on problem based learning and cross curricular planning

Root Cause

Next steps

Strategy 5

BEHIND

Goode teachers and staff will continue implementing restorative practices with UMOJA. New teachers and teachers needing support will be trained in CHAMPs. Student voice committee will be created. Supportive Environment score from the Five Essentials Survey will be analyzed and create next steps."

Status history

Apr 26

BEHIND

Apr 26, 2018

Problem

Dashboard data, network dean meetings, in-house security meetings, and leadership data meetings. Five Essentials - Supportive Environment score. My Voice, My School Survey "safety" score.

Root Cause

Next steps

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.

NCLB Committee will be formed at the beginning of the school year. This committee will follow the policies established by NCLB.

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

The Annual Title 1 and PAC Organizational meetings were held on 9/20/2018 to inform parents of how the NCLB program works. Parents will be notified via email, text, and posting at the school doors. NCLB Committee will be formed at the beginning of the school year. This committee will follow the policies established by NCLB. Parents will be informed of the amount of money allocated and the way in which it can be spent. All members will decide and vote on where the money will be used. It will be explained to parents that these monies are exclusively for parent professional development.

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.

At the start of the school year, we will have informative grade level meetings for parents that describe and explain the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. A weekly newsletter will be sent home with information related to school goals and accomplishments. Five weeks into every quarter, parents will be provided with a student progress report and if it is required, a parent-teacher conference will be scheduled. Parents will receive report cards 4 times during the school year in which parents will have the opportunity to meet twice with the classroom teachers.

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.

As the school receives State assessments, school counselor will make sure parent receives a copy of child's performance on State assessments. We will also send information home by using the Parent Portal on IMPACT in order for parents to monitor student progress such as attendance and grades. This can also be used as a communication tool with teachers. The implementation of REMIND will help teachers to communicate with parents and students.

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.

After school is notified, we are required to notify parents that their child's teacher is not "Highly Qualified." Letters will be sent home notifying the parents about their classroom teacher not being 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.

Our school has informative grade level meetings for parents that explain the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternative assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. The principal will also explain procedures through LSC, BAC, and PAC meetings.

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.

At the beginning of each school year, teachers have parent workshops that provide informational resources, and materials and training, including literacy and ESL training and technology, as appropriate, to assist parents in working with children to improve their academic achievement, and to encourage increased parental involvement. The school also provides computers, ESL and Literacy Night each year to assist and promote parent involvement with their children at home as well as school. The implementation of a Parent University will also help address topics that are relevant across grade levels such as early college, on-track, GPA, career exploration, etc.....

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.

School administration stresses the importance of parent/school relations through weekly teacher/staff meetings. Participation and attendance in the BAC/PAC/ LSC, also provides ample opportunities for communication, advocacy, and empowerment.

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

Our school program stresses and encourages as much parent involvement as possible to further nurture their child's potential. Our school will schedule parents to volunteer and encourage them to visit the library to check out books. Parents will also receive training on using District online catalog to access e-books.

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.

Our school provides information to parents in their native language through notes to parents, remind texts, phone calls, newsletters and school calendars. The school also posts parent announcements on the CPS Parent Portal.

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.)

Sarah E. Goode STEM Academy continually provides high-quality educational experiences and equal opportunities to learn for all students. We provide academic and emotional support in a caring, nurturing environment. We foster strong parental and community involvement. Gaining knowledge of research-based practices and establishing strong literacy and math skills is the heart of our instruction development.

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.

Two parent Report Card Pick-up November and April. Student progress report 5 weeks into every quarter. Distribution dates October, December, March, and April. Parents are always welcomed to our school and are encouraged to communicate with teachers regarding their child's academic progress.

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

PSAT reports SAT Reports, Report Card Pick up, Progress Reports and ACCESS reports are distributed to parents. Six weeks into every week quarter progress report are distributed to parents. Parents are always welcomed to our school. Teachers communicate with parents via REMIND, agenda, text, email, and telephone.

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

Teachers are available to meet with parents before school and also during preparation periods. If the occasion calls for parent-teacher conferences during the school day, coverage is provided to the teacher.

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

Parents are welcome to volunteer at the school. Teachers will provide a schedule with times in which they can come and support students. All parent volunteers must have a background check and TB test. The teacher will provide parents opportunities to volunteer in different activities such as field trips, classroom celebrations or teacher help. The teacher will schedule a time and day so all parents will have an opportunity to participate.

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

Parent communication via email, phone call, or conference with teachers is vital to the supports that students will receive. Parents are supported in registering in parent portal. Gear UP helps in communicating with parents, involving them to support with tutoring services.

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

When students are failing, parents are notified immediately via phone or email, a parent conference is scheduled and a remediation plan is put into place. If needed, the remediation plan will be revised after 5 weeks of implementation

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).

Each parent, student, teacher and administrator will fill out a compact to ensure the commitment. At the beginning of the school year, parents will have the opportunity to meet teachers in the open house and participate in different events such as STEM Fest, Science Fair, school assemblies and award ceremonies. Administration will do a daily walkthrough in order to make sure that the school is ready to function. Students and teachers will be acknowledged for perfect attendance. All faculty and staff will model positive behaviors to students.

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.

Teachers will present to parents strategies used in the classroom to support students. Parents will have the opportunity to attend conferences.

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.	\$ 1000	.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.	\$ 450	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1265	.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)	\$ 1200	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount	.00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 1146	.00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount	.00

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

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**

Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**

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

\$	Amount	.00
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