



George Washington Carver Military Academy HS / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
04/11/2018	All ILT Member	CIWP Update
05/01/2018	ILT/CIWP Meeting	CIWP Update
05/10/2018	BOG/PAC Meeting	CIWP Update (parental involvement)
10/09/2018	ILT/CIWP Meeting	CIWP and link to Instructional Core Workbook

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 3 4

Almost every teacher in our building volunteers as a member of one or more teams such as ILT, TCT, MTSS, Data, Colloquium, etc. All teachers know, support, and implement the vision of the school. The school motto (Excellence is Expected) is public and exemplified by students and staff. Students share common goals around performance on standardized tests. Each grade level team (TCT) has one administrative team member and one ILT member in addition to the teachers who instruct the students in that grade. Grade level teams meet every other week and cover grade level business, events, and individual student concerns and interventions. TCTs use effective protocols and norms. Teachers support student goals and help students determine and achieve goals; additionally, teachers have ambitious goals regarding teaching and learning for all students, and students understand that they are expected to meet high expectations. Excellence is expected, and daily adherence to policies and procedures is enforced. Opportunities are given/directed to staff to foster growth and learning through off campus professional development opportunities. The 2017 My School My Voice Survey conveyed an increase in Teacher/Administrative trust and overall rating in area of Effective Leaders (Principals and Teachers implement a shared vision) was Strong/Green

Areas of Growth

Suggested improvements include getting 100% of teachers on one or more teams to ensure all voices are heard and input is recognized. The school should work to define what success looks like for our students. Does everyone have the same definition of success? The handbook says "All Staff must share an unwavering commitment to the success of all students." What are the key traits each student should possess? The vision of the school is not shared with all the students. There should be more opportunities for teacher collaboration around ambitious instruction within grade levels and across content areas. Similarly, there should be more opportunities for teacher collaboration around struggling students within grade levels, perhaps developing grade level plans for struggling students.

The link between student administration (cadet leadership) and cadets could be stronger for the day-to-day enforcement of policies and objectives. Morning formation is the only time these two entities, and more emphasis on empowerment and accountability of the cadet leadership can garner a more cohesive student base and strengthen team concept. Brigade command should know and articulate priorities of school.

Guide for Leadership & Collective Responsibility

- Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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The ILT meets regularly and has a member of each Department represented. ILT meetings are focused on school improvement, and each meeting is facilitated by a different member. Agenda and meeting norms guide all collaborations. There is equity of voice from all members of the team. During team meetings, a constant attitude of engaging in improvement is evident. The ILT adheres to regular meetings, evidence-based discussions and decision-making, and improving the learning environment for all students. After each meeting, ILT members disseminate information to other staff during Departmental and TCT meeting. The ILT has developed a Handbook that includes norms and practices to improve performance. The ILT occasionally reviews, analyzes student work and makes decisions based on qualitative and quantitative data, including but not limited to, Interim Assessments, School Work, My School, My Voice Surveys and PSAT Data.

Areas of Growth

Areas of growth regarding the ILT are the members need to consistently state what is working and NOT working in our building and focusing on those topics. In many cases the agendas are generated with a short term vs. long term lens. ILT meeting agendas should be developed on a quarterly basis and aligned to the CIWP and SQRP. The notes from our meetings should be conveyed to ALL STAFF after each ILT meeting. How can these notes be explicitly and timely conveyed to ALL Staff? All teachers should be encouraged to attend at least 1-2 ILT meetings per year to build their capacity and increase communication. A more structured agenda will guide more productive discussions and outcomes. The ILT should share data with teachers whose students are examined, especially disaggregated data (sophomore boys, sophomore girl ELLs, etc.). A schoolwide new teacher orientation would benefit new staff.

- **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:

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

Score

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Teachers have formally observed each other within their departments, using the TIA Look For Tool. Flex PD schedule on Wednesdays promotes additional PD time for teachers. The Colloquium Planning Team has been established to maximize time during Monday CO time. The CO topics include goal setting, study skills, the importance of sleep, nutrition, and more. Professional development sessions have been focused around school priorities. Teachers are encouraged and supported to seek outside PDs. Network PL are shared with faculty during department and whole staff PD. Some departments have participated in Cross-Curricular PD sessions. There is always support for teacher-requested PD, whether training be during school's official PD time or otherwise.

The whole staff professional development is aligned with Common Core, Military Model, Critical Thinking and Problem Solving (Targeted Instructional Area and Powerful Practice), REACH and MTSS. Teachers and administration provide most professional development, but some external partners are utilized. Administration monitors and creates PDs when needed. Professional learning includes preparation and creation of TCT meeting schedules and agendas to reinforce student needs and engagement, as well as genius hour for extra teacher prep time and work on curriculum. TCTs use effective protocols and norms to discuss grade level business, events, individual student concerns and interventions. This is a success because of how personally accountable teachers are in enforcing these meetings and enforcing action items in some grade levels. We will improve when interventions are entirely successful and communication among team members is more fluid. We have done and will continue to do instructional rounds for improvement. Some departments do observations of one another, department heads do observations of their team members and provide feedback. Administration provides feedback via REACH observations.

Areas of Growth

The school should work on making peer observations consistent and routine in our building. Teachers from different departments should observe each other. These observations should occur every 10 weeks and can be implemented through a teacher-shared document that conveys date and time their classroom is open for visitors to observe best practices, such as Socratic Seminar, Peace Circle, Lab, group exercise, JROTC routines, etc. Wednesday PD opportunities should be aligned to priorities. In addition, the school should determine if more external partners are needed. At the department level, each department can identify PDs they will like to attend for the following school year based on content need and student data. Coaching and mentoring should be sustained during the school year, and can be led by identified specific individuals who act as coaches to new and/or struggling teachers. Instructional Coaching is in a developmental state at Carver. Teachers are offered opportunities to observe fellow staff classrooms, but participation is limited and not mandatory. We do not currently have a mentorship program for new teachers. Teachers need more PD around cultural and linguistic needs of students, especially ELLs, more structured opportunities to observe other teachers, and more opportunity to meet with teachers who share same students to discuss individual student needs.

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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Carver has partnerships with Community organizations this school year, such as Youth Guidance (Working on Womanhood and Becoming a Man). The One Goal program positively impacts college enrollment and SEL supports. The school designates one teacher per year as the One Goal Program Director. The hiring process is rigorous and serious, and involves students, which allows candidates to experience school culture. All expenditures are tied to CIWP activities. Amendments are written, reviewed, and signed by BOG for transfers that meet requirements. Monies are re-allocated to fund needed areas that are fluid in CIWP. School Budget Team meets bi-weekly to discuss bucket expenditures, internal account and Oracle funds purchases. Administration and teachers apply for grants to fund arts programs, purchase books for classroom, and provide educational field trips for student enrichment. The school-developed master schedule affords each department to meet daily for planning time. School has worked collaboratively to develop a schedule that includes bi-weekly TCT meetings and ALL Staff PDs.

Areas of Growth

Opportunities for growth are that the TCA Clinic is operational but not being effectively utilized. There are very limited community resources to support our students. School must work on maximizing our time during morning formation. Some teachers are not delivering the lessons assigned for Monday Colloquium classes, so teachers must be required to deliver scheduled lessons at ALL Monday Colloquium sessions. Regarding scheduling, the school should consider block scheduling for 2019-2020. Staff are not effectively utilizing our RSP at the classroom level (Speech, Social Worker). School should investigate what it looks like when RSP are more involved at classroom level. There should be a clearer or more streamlined process for obtaining textbooks and other classroom materials, and this process must be aligned with the teacher process for planning units and lessons.

Guide for Aligned Resources

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

- Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

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1. Depth and Breadth of Student Learning

During curriculum planning, teachers are using best practices, such as backward planning and identifying essential understandings, curriculum maps, SAP, walkthroughs, peer reviews, and teaching demonstrations at professional development sessions. Teachers create rigorous content, which is evaluated and well-aligned with summative assessments. Teachers scaffold material and design instruction that connects to previous lessons, ensuring continuity and a deeper understanding for students. In addition, teachers work with each other and special education instructors to differentiate lessons for diverse learners to ensure all students are fully integrated into the lessons. Teachers design curriculum connected to real-world problems, and curriculum maps are horizontally and vertically aligned. Through carefully planned and rigorous lessons, teachers promote agency, identity, and authority among students.

Teachers need more support around ESL and social emotional learning. While both supports are available at the school, they are not integrated into the regular curriculum. To continue to create curriculum that maintains the tension between being academically rigorous while at the same time giving the students the handholds necessary to feel invested, teacher relationships and co-planning should be encouraged. More time and resources could be made available for the social and emotional needs of some students, such as additional counselors and mentoring programs. Finally, there is no built-in time to provide one-on-one instruction other than during lunch.

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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Student enrollment and success in dual credit classes and AP classes also point to wise use of instructional opportunities and materials. The One Goal program prepares students for college success beginning their junior year. The Diverse Learner department is highly knowledgeable about various modifications and accommodations that all teachers can implement into the curriculum. Curriculum planning and mapping using summative assessments ensures rigor and depth. Teachers use and integrate technology in ways that are responsive and attend to student needs. Teachers have access to and use technology, such as laptops, Chromebooks, LCD projectors, document cameras, copiers, and speakers. All teachers embed the use of technology into their instruction. Students have access to technology through use of personal Chromebooks 1-1, and the Technology Coordinator ensures students can charge their computers, check out "loaners," and print assignments. Students are given opportunities to interact daily with technology. Teachers also integrate project-based learning and cross-curricular opportunities. Colloquium classes, which meet weekly, allow teachers to give students instruction on college skills, career access and life skills.

Areas of improvement include the need for increased knowledge of the new disbursement protocol concerning purchasing instructional material. Many teachers hesitate before buying or are unsure how to proceed in purchasing items. More resources could be invested in an additional space for conducting lab experiments, including student research for science fair projects. As the student population becomes more diverse, the need for more ELL supports grows. Despite having access to resources, not all teachers are fully aware of how to address specific student needs using these resources. The staff would benefit from professional development about technology resources.

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
CPS Framework for Teaching	<ul style="list-style-type: none"> 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	<ul style="list-style-type: none"> A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Universal Design for Learning Guidelines 2.0 ✓ UCA 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

Curriculum maps informed by summative assessments and backwards mapping to align curriculum to skills that students need to strengthen ensure rigorous tasks in lesson planning. Review of student work in groups, implementation of standards-based grading, and knowledge of overall student strengths and weaknesses lead to rigor in the classroom. Rigor and use of rigorous tasks are also supported by school activities such as walk-throughs, maps, observations, comparative assortment of work or assignments, assessment protocols, review of assessments, department meetings and discussions. Success in programs such as Mock Trial, Science Fair, Louder Than a Bomb, and TED program can be attributed to rigorous tasks in the classroom. All staff members believe all students can learn, and this is reflected in the kinds of assignments and projects students are assigned. Most of these assignments require students to think strategically, and student work reflects this. Most teachers use data to plan lessons, and have prioritized content and skills that will be assessed on standardized tests. Most teachers use real-world problems that encourage students to provide evidence and justify their thinking.

Opportunities for improvement include professional development around integrating relevant project-based learning into the curriculum, creating practical assessments aimed at a real-world audience, and actual teaching practices that demonstrate what rigorous assignments look like. Teachers should work more toward scaffolding lesson dynamics, from group to individual rigor, which is a necessity for success in college. Teachers could use the opportunity to engage in discussions with other teachers across the district to develop best practices in developing content.

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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. 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 (EQaP) ✓ 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)

FAFSA rate completion, student application rate, acceptance rate, extensive college visits, dual credit classes, AP classes, and a robust counseling department seeking college opportunities and financial assistance all support transitions beyond high school. One Goal cohorts which last through students' sophomore year in college, grade-level team meetings, summer work opportunities for students, and a college support team add to the college-going culture as well. Weekly Colloquium lessons often feature skills that students need for college success. The College and Career Counselor provides opportunities for school field trips to colleges throughout the year.

Suggested improvements include preparing students better for a college environment, which does not have as much hand-holding as they are getting in high school. Expectations for student responsibility need to be increased; school should build culture to support standards-based grading and expectations. Another suggestion is to adjust the philosophy of student responsibility and expectations. Many students are caught flat-footed after stepping onto a college campus. Carver should increase family involvement into the college process; many students are first generation college applicants, and they do not understand the expectations that professors will have when they enter college. The school should also increase assistance, knowledge, and opportunities for students with residency issues, which arise regularly. Tap into WHY you want to attend college more than the WHERE. This might help students focus on the future and set goals instead of just "making it in." Carver should begin the "college discussion" at the freshman level and instill the collegiate atmosphere earlier, by starting SAT prep classes and college visits during the freshman year. Schoolwide expectations need to be raised to ensure students are prepared for college. Students often wait until the last moment of the quarter or semester to complete work, they do not take advantage of retake opportunities, and homework completion is minimal. Raising expectations will help address these issues.

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 Identity Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NEW! WHAT MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Revisiting College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ Culture Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CC3B, 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

Areas of success: Teachers use pre-assessments, surveys, and other ways to get to know students to develop curriculum and identify possible misconceptions that directly meets the student need of the individual classroom cohorts of students they teach. Carver has pedagogical experts that use a variety of strategies that are identify affirming and student-centered. Students are encouraged to express their thoughts and ideas with guidance from the teacher. Most teachers are adjusting instruction based on student understanding and data gained from executive function practice, formative assessments, and PSAT data. Teachers are flexible, always willing to reteach and retest when needed. Scaffolding and differentiating is especially evidence in classes with a co-teacher where these strategies are applied to any struggling student, not just diverse learners. Inquiry-based teaching is used to allow students to develop and use critical thinking skills necessary to change from one activity to another in class. Teachers are creating engaging lessons that allow students to take ownership of their learning, and students describe teachers as “helpful.” Teachers are successfully incorporating deeper learning while also reaching the breadth of content required and given the time constraints. Teachers utilize basic knowledge, foundational learning, and facts in order to develop high-order skills like analyzing, creating, and synthesizing via Hess’ Cognitive Rigor Matrix.

Opportunities for growth: We need to ensure all teachers are applying identity affirming and student-centered strategies across the building. English Language Learners are not being serviced, so we need more strategies for supporting these students. Differentiation may apply to process, and product, but not the learning environment because there is too much emphasis on “group” work when half of the student population identifies as “introverts” or prefers independent learning. We could focus on balancing group work with time for self-reflection and independent practice. There is a need to increase student choice in some or all areas of content, process, product, and learning environment and allow for more student-led instruction. Delays in grading is discouraging to students, so more timely feedback by modifying and adjusting in real time is needed. A heavy focus on online learning does not service auditory learners, so teachers need to ensure differentiation with digital curriculum. We need to ensure the effective use of technology instead of just putting “worksheets” online. Encouraging inquiry and learning over the “correct” answer is another area of focus. Professional development on questioning and discussion techniques could help with this area of growth.

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"> ✓ SGRP 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

Areas of success: Teachers are observed conducting informal comprehension checks, utilizing skill-aligned formative assessments and multi-skill summative assessments, providing retake opportunities, and assessing with standards-based grading. Much time has been spent ensuring teachers have standards-based and rigorous summative assessments using the summative assessment plan. More teachers are increasingly using rubrics that are given to students prior to an assessment to ensure they understand how they are being graded, although this could be more widespread and consistent. Teacher-made assessments are generally aligned with the content and skills taught during class, and the process or task students are asked to complete to demonstrate these skills is varied from assessment to assessment. Accommodations are provided for students who need them.

Opportunities for growth: We need to find ways to make retake opportunities more accessible to students who lack motivation. Increase student ownership of scheduling, preparing, and advocating for retakes. The difficulty of the assessment does not always mirror the difficulty of the tasks leading up to it as well as the format. Thus, we need to verify that grading practices are accurate, clear, and fair. Find ways to eliminate the variable of online testing affecting test results. Some students have difficulty switching screens to access information between several documents and then typing an answer into another document. These variables may mean the assessment is not a true representation of learning. Opportunities for retakes are not always given during class time. Time has been spent on summative assessments, but more time needs to be given to developing formative assessments that are aligned with the summative as well as corresponding rubrics. The design of our assessments needs to be influenced by best practices and data. We need an increase in opportunities for students to be assessed and graded on multiple levels and areas: cross-curricular, low-level to high-level critical thinking skills, mathematics, literacy, etc. In some cases, more formative assessments need to be given as a progress-monitoring tool allowing teachers to gauge student learning.

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

Multi-Tiered System of Supports:

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

Score

1 2 3 4

Areas of success: Teachers are differentiating instruction for Tier 1, we can get a clearer picture of the students who truly belong in Tiers 2 and 3. All students start at Tier 1, and teachers are intervening when students are struggling in order provide the opportunity for success for all students. This year we have increased the number of meetings addressing MTSS and providing teachers with work time to determine which students belong in Tier 2 and 3, select interventions to meet student needs, monitor those interventions over 5 weeks, and reassess. Teachers individually are gathering data on student strengths, needs, motivations, etc. and we can work on sharing this information in a database that is visible to all teachers. The problem-solving process has been used in some TCT meetings to plan Tier 2 interventions. Some of the Tier 2 interventions are effective for the students who are consistently receiving those services.

Opportunities for growth: Tier 3 only involves establishing relationships and a mentor with students, but has not proven to be successful so far. Many students aren't responding to academic probation, and the MTSS class was cut, although it was proven to be successful. The after school tutoring program is not reaching the number of students needed and it's mostly supervision than actual tutoring. Essentially, we don't have evidence of successful Tier 3 interventions. The only true Tier 2 interventions are given when teachers and students give up their lunch time to work with students individually or in groups. Low motivation students are less successful with Tier 2 interventions. What teachers are entering into the MTSS system is mostly done as a requirement, but the view and monitoring capabilities of the system are not helpful. Teachers are selecting students to go into Tier 2 and 3, but those changes are not being made in the system. Using the PSAT or SAT is a questionable screener for students who need Tier 2 or Tier 3 support.

Guide for Multi-Tiered System of Supports

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

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

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Teachers display artifacts in their classrooms that motivate students to work hard. Motivational posters are also displayed in the hallways emphasizing the value of persistence. Our school message to students is “1. The work you are doing is important. 2. You can do it! 3. We won’t give up on you, even if you give up on yourself.” This message is verbalized and displayed throughout the building to remind students that it is their job to focus on learning, and it is teachers’ jobs to educate students. Examples of student work are posted in classrooms to show growth and high-quality work. Some teachers utilize peer teaching to reinforce curricular goals. Goal setting and revisiting of goals is part of the homeroom curriculum and is emphasized in classrooms as a way to motivate students. During Morning Formation with all students and staff present, students are recognized for school success, awards, rank, Mathlete of the month, PSAT/SAT growth, sports achievements, and other educational successes. The growth in our PSAT/SAT scores shows students are taking ownership in their education and are focused on the future. Teachers determined grade-level appropriate category weights in gradebook to reinforce the progression of skills needed beyond high school. The data from our 5 Essentials Survey for Ambitious Instruction shows that we are “Strong.” Teachers are developing rubrics and reviewing them well with students prior to beginning a formative or summative assessment. Assignments in gradebook note various drafts or retakes. Some teachers are utilizing growth mindset and linking it with standards-based grading, which reinforces the purpose of retakes.

Area of Growth: There has been an increase in the number of absent and tardy students this year, which demonstrates that students are not eager to enter classrooms to learn. The focus on extrinsic rewards over intrinsic rewards does not reinforce the value of learning. We need to move away from extrinsic rewards and help students recognize how much they have grown and how they can use that growth to benefit their futures. There is low participation in formative assessment retakes, and students with the lowest grades are not always taking advantage of this opportunity. Those students who do complete retakes are not always putting in the work needed to improve their understanding of skills before taking the retake. Some students hold on to assignments if they are not finished and never complete them. Our feedback needs to be timely, as much real time feedback as possible, and focused on effort instead of “natural abilities” or how “smart” they are. We need more of a focus on improving for personal growth instead of rewards, grades, or test scores. Teachers would like an emphasis on growth mindset as our next powerful practice. Moving forward, teachers will survey students at the beginning of the year to identify interest and how students feel about learning. Teachers will create level rubrics aligned standards across subject areas to see that learning is transferred across content areas. Teachers will provide students with feedback to identify growth areas for students and the student will take responsibility for identifying his or her next steps (Agency, authority, identify).

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

Relational Trust:

Score

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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.

Struggling students are paired with a teacher they have a relationship with or will try to develop a relationship with to provide academic and SEL support. Grade level teams ensure each student has a meaningful relationship with at least one other adult in the building. Teachers tell personal stories, share genuine feelings, and experiences, when appropriate, to relate to students, establish a relationship of trust and respect, and to enhance conversation in class. Peer edit sessions with seniors to assess writing have been implemented to help edit and revise underclassmen essays. This could happen more frequently and be scaffolded into the curriculum. Social studies classes have students explore their own community and how they can relate history to their own lives, for example, an Ethnography Study. Science completes projects in the community, for example in the forest preserve. Curriculum that emphasizes diversity like Teaching Tolerance is utilized in social studies classes. Respect and tolerance is emphasized in multiple units throughout English and Social Studies curriculum. Our Five Essentials Survey Results show Teacher-Principal Trust is Neutral, Teacher-Teacher Trust is Strong, and Teacher-Parent Trust is Strong. We held an alumni event over the summer and are developing a list of alumni to contact for support during upcoming events. A variety of teachers lead professional development. We recognize when students are absent, welcome them back into the classroom, and pair them with a “buddy” to help them catch up what they’ve missed.

Areas of Growth: We need to increase “getting to know you” conversations and learn why students display certain types of behavior instead of mostly having corrective conversations. These “getting to know you” conversations and activities need to happen throughout the year instead of just at the beginning. We need to facilitate community building for those students who lack peer interaction in the building. An increase in engagement with families and the community is an area of growth. We need to invite the community into the school and complete school projects that will help the community. More faculty can get involved in extracurricular events at the school like Family Night, Chili Cook-off, etc. We can provide more outlets for parents and students to demonstrate school pride through bumper stickers, celebrating the school history, etc. We could also develop a stronger alumni association.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

The new civics course is a requirement, but only for a semester. Ms. O'Leary piloted a semester course and it was really hard to cover everything in one semester. She suggests offering a full year civics course instead of 1 semester. We have voter registration tables at all report card pick ups, and eligible students were offered an opportunity to be an election judge, four were paid election judges this year. Civics classes attended a gubernatorial election simulation at Loyola. Law class conducts a mock trial simulation every year and sends students to the city-wide mock trial. U.S. History conducts a Constitutional Convention simulation and they created Public Service Announcements for the Bill of Rights. The civics class is conducting a service learning project where they "unsilence" an issue they think is taboo at Carver and needs to be talked about more. The Freshmen Team is developing a Service Learning Project about Globalization and the impact of multinational corporations on their community, their country, and the world. For most of the projects mentioned above, students are given choice in the content and process. JROTC program encourages citizenship and community building. Students engage in civil discourse via classroom discussions that center around consensus building and understanding of others rather than "winning" a debate. Teachers utilize the 7 Forms of Disagreement allowing discussions to be grounded in evidence. World Religions & Holocaust/Genocide units focus on understanding others who have different identities and beliefs, and explore their own identities and beliefs. This is the first year of the student voice committee. Our brigade staff runs formation and events for underclassmen like the PSAT Pep Rally. Students email teachers and administration and receive prompt responses where their ideas are put into action, for example, out of uniform requests, Pep Rally ideas, etc. Teachers develop surveys at the beginning of the year to get to know students and incorporate their interests, experiences, and perspectives in class. Leadership opportunities are built into the culture of a military academy through class leaders all the way up to brigade staff. We need to capitalize on this built in leadership and their abilities to engage as civic leaders in the school as well.

Areas of growth: More involvement in civic engagement freshmen year and we need to involve all content areas in teaching how students can engage in politics outside of the classroom. (Ex: Science classroom discusses current debates about global warming.) We can incorporate an explicit "Civic Engagement Plan" for each department, scaffolding civic engagement opportunities into each grade level. We could conduct a survey of what civic engagement instruction is already occurring in classrooms and provide more professional development in areas of need. To improve civic engagement we can set goals for the number of seniors are registered to vote. In our discussions, we need to include more room for personal thoughts, feelings, and exploring why they have those thoughts/feelings. More analysis of why they think and feel a certain way about topics based on their identities. We need more explicit instruction of fallacies and instructional strategies to teach online dialogue. Identity instruction needs to be explicitly taught. Teachers need to be taught how to reflect upon and the impact of their own identities on student learning as well. Students need to "see" themselves in the learning/subjects being taught for the knowledge to feel relevant. We could possibly create a student council to create a separation between military leadership and educational leadership or integrate them. We can provide more student choice in selecting topics that directly affect themselves and their communities. Invite student council/brigade staff/student voice committee/other student leaders? to teacher meetings (when appropriate) to help make decisions. Develop a plan for how students can learn about and interact with civics leaders. We need to offer more civic engagement field trips, especially in areas where they directly relate to their communities.

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"> ▪ IGVMS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVGs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Empowering 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/HST Standards

Safety & Order:

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

Score

1 2 **3** 4

The principal surveys a random selection of students to ask if they feel safe physically, socially, intellectually, and emotionally. Students, teachers, and parents indicated via surveys they feel safe in the building. Students willingly communicate with staff about developing concerns allowing issues to be reported before they escalate. Security respond quickly when teachers push the call button in their classrooms. Arrival and dismissal procedures clearly communicated to students and faculty. Orderly transitions are evident on a daily basis. The team is supportive of school-wide behavior expectations and Military Model. Security personnel are dispersed throughout the building and radio admin to report problems. Security attends ongoing professional development with district personnel. Two Chicago Police Officers are also posted on-duty during school hours. Security personnel are in the building until 6 p.m. daily to support extracurricular activities. Some teachers stand in the hallway during passing periods. Teachers utilize student voice in creating some classroom procedures. Through a University of Chicago grant, we are fortunate to have a full-time WOW Counselor for female mentorship in continuing the partnership with Youth Guidance. Teachers utilize expertise of BAM and WOW counselors to use restorative approaches to student behavior. The data from the Five Essentials survey for Supportive Environment states we are "Strong."

Areas of Growth: An intercom system must be installed for the Band and Dance rooms. Could use a handbook or safety procedures posted in each room (including computer labs) so teachers & substitute teachers know what to do when they are in different locations in the building. (Disseminating via email is effective for quick communication, but could use a printout of major safety procedures.) There is a large increase in tardies and students cutting class this year. Hall sweeps would be unnecessary if there was follow-through with initial tardies. Email response to tardies and small discipline issues is slow or nonexistent. We need to provide students with more opportunities and clearer expectations for receiving merits. There is a need for infusion of Character Development Curriculum in each grade level. Security are always located in the same spots, so students know where they can go to "hide" to avoid going to class. More teachers can be in the hallways during passing periods, and security needs to move to high volume areas, which change each period. We can increase student voice at the school-wide level and increase student democratic-decision making. There is a need to develop a student government or utilize leadership already in place through military model to lead school improvement initiatives, participate in democratic decision-making, and identify and research school to propose solutions. We could use more transparency on how to help students in BAM & WOW, what strategies the students are working on and how teachers can reinforce that work. Professional Development is needed for staff on addressing students at risk/in need of emotional supports. Strengthen reach and protocol of the crisis intervention team by providing multiple opportunities to receive training and professional development. There has been an increase in the number of discipline referrals in Groups 3-Groups 6. There is a need for more professional development provided to teachers on classroom management to address behavior interventions.

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	
	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel)

Restorative Approaches to Discipline:

Score

1 2 3 4

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

We are in the beginning stages of integrating SEL interventions into MTSS (previously mostly academic.) BAM serves approximately 60 cadets and provides much needed mentorship/counseling for males. WOW provides much needed mentorship/counseling for females. We have a disciplinary policy based on the Military Model, and we use demerits to deter poor conduct. Students are provided the opportunity to work off demerits before and after school. We have a plan to give detentions to students to deter minor infractions (i.e. poor conduct, tardies, etc.) If the student does not serve detention, the consequences are escalated and Admin follows the SCC (Student Code of Conduct). During ISS, students are required to write a self-reflection on how the student might prevent the infraction in certain cases. The school (admin, teachers, staff) is in contact with parents as needed to discuss behavior issues or concerns. Data from the Five Essentials survey for Supportive Environment says we are, "Strong."

Areas of Growth: We need to create a restorative justice team that includes teachers, students, and JROTC Instructors. All teachers should have more 1-1 interactions and provide interventions for students as needed. We can develop a continuum of interventions to utilize. Parents are rarely contacted for positive student behaviors and progress. We need to include behavior goal setting. Students are not taught how to manage emotions and respond to difficult situations. More punishment is happening than restoring. We need to integrate SEL into the curriculum for all teachers at all grade levels and utilize shared procedures and practices across grade levels for consistency. We are mostly using punitive measures like ISS, removal from class, or demerits as consequences. We should hire a trained restorative practice coordinator or disciplinary dean. We need to take advantage of resources provided through WOW and BAM--They can provide training and Professional Development. We need to develop clear disciplinary procedures with teachers and experts in restorative practices and develop staff's knowledge and understanding of restorative practices. We say "restorative practice" but we have never been trained on what that actually means and looks like. Military Model lends itself towards punishing misbehavior instead of understanding root cause, allowing students to take ownership, resolving the conflict, and learning from their actions. We need to establish clear procedures and best practices that teachers can utilize in their classroom that aligns with restorative justice. Procedure and best practice needs to be followed for issues handled outside of the classroom as well. The Merit/Demerit system could be better utilized to provide more immediate consequences. There is little or very delayed follow through with consequences via email. Teachers do not know if a student has been spoken to or received a consequence. There is nowhere to send students during the day who are seriously disruptive.

Guide for Restorative Approaches to Discipline

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

Evidence, Measures, and Standards

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

Parent and Family Partnership:

Score

1 2 3 4

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

Parents are invited to attend morning formation when students are being recognized, and they are invited to all assemblies and honors/award ceremonies. Carver has a host of annual assemblies including the African American history assembly, honor roll assembly, Hispanic Heritage Day assembly to which all parents are invited to attend. This year Family Night at Carver is being hosted by the Parent Advisory Council (5/10/18). The PAC (Parent Advisory Council) is active and meets monthly on Thursdays. Meetings are announced electronically via BlackBoard for all-call. It is comprised of Carver parents who work to engage other parents through offering workshops (i.e. understanding your son/daughter's gpa, preparing healthy meals, etc.) They also organized a vocational fair this year. A meeting was held with parents to discuss concerns around the removal of a teacher, and communication was sent home immediately. The technology coordinator sets up a table at all report card pick up events to set parents up with Parent Portal and answer any questions parents have about its use. Teachers encourage parents to utilize Parent Portal, their class websites, Schoology, etc. to monitor student progress and participate in the educational process from home. Grade level breakout sessions during Open House deliver grade level expectations, standards, and grading policies to parents. Phone calls home & scheduled meetings with parents communicate the importance of attendance. Teachers communicate with parents via gradebook, email, text messages, and phone calls. Parents are contacted when their child is frequently absent or tardy. Parents are asked before all meetings if an interpreter is needed, and one is provided for them if necessary. We have increased utilization of an adult interpreter so private information is not discussed with a student translator. Some teachers provide Spanish translation of communication sent home (ex: Questionnaires, parent letters, etc.) More teachers should send home Spanish versions of important documents. The data from the Five Essentials survey for Involved Families shows we are "Strong."

Areas for Growth: We could create a welcome sign and instructions in English and Spanish for parents in the main office. Teachers have addressed a lot of confused parents in the mornings before school. More communication and training for parents is needed on how school and home compliment each other. We can use parent expertise to say what is working in their home versus what is not working. We can encourage parent partners to help each other. We need to increase positive communication to parents about their child's progress. We need a more solid plan for how to address absences and tardies with parents. Responsibility is mostly falling on teachers to raise concern and call parents. If there is no change, there is little follow through unless teachers repeatedly press for a solution. We can increase communication between teachers and PAC/BOG. Also, we can increase email culture between parent-teacher-school. We need to ensure there is Spanish translation when there is a school-wide event. Before sending parents to teachers rooms on Report Card Pick-Up, ask if they need a translator and provide an adult translator due to the confidentiality of students' grades.

Guide for Parent and Family Partnership

- **Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.**
- **Provide frequent, high quality, well publicized opportunities for families and community to participate in authentic and engaging activities in the school community (e.g. student performances/ exhibitions, literacy or math events).**
- **Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.**
 - Respond to families' concerns and requests for information professionally and in a timely manner, providing resources and solutions to address the concerns.
- **Solicit the support and engagement of families as partners in the instructional program (e.g. volunteering, working at home with their child, involvement in class and school projects in and out of school, and parent workshops).**
 - Host events for parents to share with other parents how home and school complement each other.
 - Share best practices around learning and development with parents to support students at home.
 - Inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
 - Inform parents of attendance expectations and the impact of attendance on a student's trajectory.
 - Assist parents to volunteer in the school and/or participate on teams/committees.

- Promote the use of **Parent Portal** and **Parent University** to connect and engage parents with school.
- **Frequently communicate with families about class and individual activities and individual student's progress.**
 - Regularly inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.
 - Send regular, positive, personalized communication from a staff member.
 - Use a variety of consistent communication methods (e.g. calls, text, newsletter, website, face to face) sensitive to cultural norms and needs.
- **Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.**
 - School responses to student excessive absences and/or tardiness includes outreach to families.
- **Provide proactive communication (e.g. parent handbook and resources).**
- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 ☐
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ☐

3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1	2	3	4	5	⊗
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊗
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1	2	3	4	5	⊗

Goals

Required metrics (Highschool)

17 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
Maintain Well Organized	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
January 2018 Mock Score - 803 March 2018 Mock Score - 884 (exceeded goal of 860) April 2018 - April 2019 - 900 (43% of students meeting or exceeding BM). This would be an increase of 10% from 2017 SQRP	(Blank)	50.00	50.00	51.00	52.00
PSAT 10 Annual Growth Measure					
January 2018 Mock Score - 860 March 2018 Mock Score - 911 (exceeded goal of 910) April 2018 - April 2019 - 920 (43% of students meeting or exceeding BM). This would be an increase of 10% from 2017 SQRP	(Blank)	44.00	50.00	51.00	52.00
SAT Annual Growth Measure					
January 2018 Mock Score - 891 March 2018 Mock Score - 931 April 2018 - 1010 (Goal) April 2019 - 1010 (43% of students meeting or exceeding BM). This would be an increase of 10% from 2017 SQRP	(Blank)	46.00	46.00	47.00	48.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
50th percentile	(Blank)	(Blank)	50.00	52.00	54.00
African-American School Growth Percentile SAT11					
50th Percentile	(Blank)	37.00	50.00	52.00	54.00
Hispanic School Growth Percentile SAT11					

60th Percentile	(Blank)	55.00	60.00	62.00	64.00
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English Learner School Growth Percentile SAT11

Not enough students to count in this metric	(Blank)	(Blank)	50.00	50.00	50.00
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Diverse Learner School Growth Percentile SAT11

60th Percentile	(Blank)	(Blank)	60.00	62.00	64.00
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Percent Meeting College Readiness Benchmarks

40% of our 9th, 10th and 11th grade students meeting College Readiness	(Blank)	33.00	40.00	42.00	44.00
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Early College and Career Credentials Rate

Offering DC Art in 2019	81.00	80.00	82.00	83.00	84.00
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Freshmen On-Track Rate

Maintain our 97% FOT Rate in 2018	96.00	95.00	97.00	97.00	98.00
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4-Year Cohort Graduation Rate

Increase 4-year Graduation Rate by 1% each year	89.00	89.00	90.00	91.00	92.00
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1-Year Dropout Rate

Decrease our 1-year Dropout Rate by a tenth of a percent each year.	0.00	0.00	1.00	0.90	0.80
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College Enrollment Rate

The district is striving to include military enlistment as college enrollment. Our College enrollment rate will continue without this change. However, if this change did occur, our College Enrollment rate would increase by another 10%	45.00	67.00	67.00	76.00	77.00
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College Persistence Rate

College and Career Counselor along with One Goal PD will assist students during their first year of College.	57.00	66.00	70.00	71.00	72.00
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Average Daily Attendance Rate

Maintain Attendance Rate of 94%	94.00	93.00	94.00	94.00	94.00
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Custom metrics

3 of 3 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Passing rates					
Passing rates will be an indicator of student achievement.	84.21	83.91	88.00	90.00	95.00
SOT					
Sophomore on track will be indicator of student preparedness for college	89.10	89.00	93.00	95.00	97.00

Merit/Demerit Database

Decrease in the # of demerits (schoolwide) by 25% annually

0.00

8939.00

8000.00

6705.00

5029.00

Strategies

Strategy 1

If we do...

Create a culture that reflects a shared belief in the importance of learning and hard work that includes

- rubrics w/ written feedback per each assessment
- Motivational posters
- Our Message to students emphasizes the importance.....The work you are doing is importance. 2. You can do it! 3. We won't give up on you, even if you give up on yourself

In addition, Standards-based grading signage around the building, Peer teaching to reinforce curricular goals, Goal setting and revisiting of goals during homeroom and Convey high learning expectations for all students.

...then we see...

an intrinsically motivated student

...which leads to...

increase in SAT, PSAT, college enrollment, college persistence and attendance rates

Tags:

Exepectations and goals, Academic acheivement

Area(s) of focus:

1

Action step

Growth vs. Fixed Mindset articles PD with (school wide reads) for students & teachers

Responsible

AP, Principal, ILT and College and Career Coach

Timeframe

Jun 18, 2018 to Jun 18, 2019

Status

Not started

21st century skills, Growth mindsets

Goal setting woven into classroom instruction

Teachers, AP, Principal,

Sep 4, 2018 to Jun 30, 2020

Not started

Goal setting

Instruction and goal setting in Colloquium (3-4) to develop grit and perseverance

Colloquium teachers, Principal/AP

Sep 4, 2018 to Jun 30, 2020

Not started

Goalsetting, Perseverance

Develop leveled/aligned rubrics to assess student learning and provide quality feedback to students

Teachers, dept chairs, Principal/AP

Sep 4, 2018 to Jun 30, 2020

Not started

Feedback, Rubrics, Aligned assessments

Provide verbal and written feedback to students 1-1 and ask student to identify next steps for growth

Teachers

Sep 4, 2018 to Jun 30, 2020

Not started

Teacher feedback, Student feedback

Strategy 2

If we do...

Teach CC standards in the context of authentic investigations

...then we see...

Cultivate a classroom culture that normalizes risk taking and productive struggle

...which leads to...

increase in Bs or better/Passing Rate, PSAT/SAT, and increase on AP exams (3 or more).

Tags:

Rigorous tasks, Student engagement, Rigorous instruction

Area(s) of focus:

2

Action step

Teachers collaborate in the development of authentic tasks to promote critical thinking

Responsible

Principal/AP & Dept. Chairs/ all teachers

Timeframe

May 1, 2018 to May 1, 2018

Status

Not started

Authentic tasks, Critical thinking, Rigorous task, Risk taking

Implement Problem of the Month/Week (POMs)

Dept chairs/teachers/ Principal/AP & All teachers

Sep 27, 2018 to Sep 27, 2018

Not started

Rigorous tasks, Critical thinking, Cognitive engagement, Problem solving

Teachers will celebrate student work quarterly through Capstone PDs

AP/Principal/All teachers

May 30, 2019 to May 30, 2019

Not started

Celebrations, Analyze student work

Create student work portfolios and galleries to share w/ teachers, staff, parents

Teachers/Principal & AP/

Oct 1, 2018 to May 31, 2019

Not started

Student work galleries

Strategy 3

If we do...

Utilize leveled rubrics to evaluate instructional effectiveness

...then we see...

develop common understanding of rigor and high quality lessons

...which leads to...

Increase in attendance, decrease in SCC infractions as well as an overall increase in FOT/SOT

Tags:

Rigorous tasks, Student engagement

Area(s) of focus:

2, 3

Action step

Introduce & modify the Rigor, Relevance & Engagement rubric to assess cognitive engagement

Responsible

Dept Chairs/ILT

Timeframe

May 1, 2018 to Jun 30, 2019

Status

Not started

Rubrics, Teacher collaboration, Student centered classrooms

Technology integrated into quality instruction 9th - 12th grade

All teachers/ technology Coordinator

Sep 4, 2018 to Jun 30, 2020

Not started

Peer observation, Data collection, Technology integration

Implementation of peer observations across content areas/depts to assess instructional effectiveness

Dept chairs/ILT

Sep 4, 2018 to Jun 30, 2020

Not started

Data analysis, Teacher collaboration, Student centered

Strategy 4

If we do...

If we develop positive interventions as a team and establish protocols and procedures for disciplinary referrals

...then we see...

positive teacher to student and student to student interactions

...which leads to...

a decrease in office referrals and number of demerits

Tags:

Behavioral interventions, Proactive responses, Discipline data, Restorative approaches to discipline, Structured protocol

Area(s) of focus:

5

Action step

Identify and define what constitutes an office referral for disciplinary infractions (i.e. groups 1 - 6)

Responsible

Commandant, Principal, AP, SAI, teachers & staff

Timeframe

May 31, 2018 to Aug 31, 2018

Status

Not started

Student infraction data

Update office referral forms to articulate punishable infractions and consequences (demerits, restorative justice approaches)

Principal, AP, Commandant, SAI, teachers, and staff

May 31, 2018 to Aug 1, 2018

Not started

Disaggregated referral data is regularly reviewed to ensure consequences are not different based on race, class or ethnicity, Referral form

Review disciplinary data to identify common infractions and sustainable consequences to reflect a restorative approach to discipline

Teacher, Principal, Commandant, AP, SAI, all teachers & staff

Jun 5, 2018 to Jun 18, 2018

Not started

Student infraction data, Behavior management and classroom norms posted, Pbis matrix, Disaggregated referral data is regularly reviewed to ensure consequences are not different based on race, class or ethnicity

Reset expectations for behavior/discipline to provide a common understanding of staff responsibilities in explicit teaching/modeling behavior

Teachers, principal, Commandant, AP, SAI, all teachers and staff

Jun 19, 2018 to Sep 30, 2018

Not started

Behavior support plan, Expectations and goals, Behavior management and classroom norms posted

Strategy 5

If we do...

Provide interventions for tier 2 and tier 3 juniors and seniors in an after school Homework Lab to improve passing rates

...then we see...

more students passing their courses and meeting the SAT goals

...which leads to...

access to college and an overall increase in college enrollment/persistence

Tags:

College Access and Persistence, Passing rate

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

Develop a relationship with external post-secondary organization to assist with supporting tier 2 and tier 3 juniors and seniors	Post Secondary Coach, PLT, Counselor	Jul 2, 2018 to Aug 4, 2018	Not started
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Intervention support, Post secondary planning

Identify the tier 2 and tier 3 juniors and seniors to develop mentor relationships with PLT members	Post Secondary Coach, PLT, Counselor	Sep 3, 2018 to Jun 14, 2019	Not started
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Mentorship, Plt, Cohort

Work with tier 2 and tier 3 juniors and seniors to identify the options for post-secondary success	Post Secondary Coach, PLT, Counselor	Sep 3, 2018 to Jun 14, 2019	Not started
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Tiered interventions

Work with 1-1 parents of tier 2 and tier 3 juniors and seniors to encourage and promote post-secondary success (FASFA completion)	Post Secondary Coach, Counselor, PLT	Sep 4, 2018 to Jun 14, 2019	Not started
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Parent engagement, Parent connection events

Action Plan

Strategy 1

NOT STARTED Growth vs. Fixed Mindset articles PD with (school wide reads) for students & teachers"
 Jun 18, 2018 to Jun 18, 2019 - AP, Principal, ILT and College and Career Coach

Status history



NOT STARTED Jun 03, 2018
Evidence
 College Enrollment Rate, My School/My Voice, PSAT/SAT

NOT STARTED Goal setting woven into classroom instruction"
 Sep 04, 2018 to Jun 30, 2020 - Teachers, AP, Principal,

Status history



NOT STARTED Jun 03, 2018
Evidence
 Individual student Goal documents

NOT STARTED Instruction and goal setting in Colloquium (3-4) to develop grit and perseverance"
 Sep 04, 2018 to Jun 30, 2020 - Colloquium teachers, Principal/AP

Status history



NOT STARTED

Jun 03, 2018

Evidence
Goal setting documents

NOT STARTED

Develop leveled/aligned rubrics to assess student learning and provide quality feedback to students"

Sep 04, 2018 to Jun 30, 2020 - Teachers, dept chairs, Principal/AP

Status history



Jun 3

NOT STARTED

Jun 03, 2018

Evidence
Leveled Rubrics by subject area per each assessment

NOT STARTED

Provide verbal and written feedback to students 1-1 and ask student to identify next steps for growth"

Sep 04, 2018 to Jun 30, 2020 - Teachers

Status history



Jun 3

NOT STARTED

Jun 03, 2018

Evidence
Rubrics attached to formative/summative assessments with teacher's written feedback/next steps determined by student

Strategy 2

NOT STARTED

Teachers collaborate in the development of authentic tasks to promote critical thinking"

May 01, 2018 to May 01, 2018 - Principal/AP & Dept. Chairs/ all teachers

Status history



Jun 3

NOT STARTED

Jun 03, 2018

Evidence
unit planning

NOT STARTED

Implement Problem of the Month/Week (POMs)"

Sep 27, 2018 to Sep 27, 2018 - Dept chairs/teachers/ Principal/AP & All teachers

Status history



Jun 3

NOT STARTED

Jun 03, 2018

Evidence
Student Work/Unit Plans

NOT STARTED

Teachers will celebrate student work quarterly through Capstone PDs"

May 30, 2019 to May 30, 2019 - AP/Principal/All teachers

Status history



Jun 3

Jun 3

NOT STARTED

Jun 03, 2018
Evidence
Student Work

NOT STARTED

Create student work portfolios and galleries to share w/ teachers, staff, parents"
Oct 01, 2018 to May 31, 2019 - Teachers/Principal & AP/

Status history



NOT STARTED

Jun 03, 2018
Evidence
Galleries/bulletin board

Strategy 3

NOT STARTED

Introduce & modify the Rigor, Relevance & Engagement rubric to assess cognitive engagement"
May 01, 2018 to Jun 30, 2019 - Dept Chairs/ILT

Status history



NOT STARTED

Jun 03, 2018
Evidence
Modified rubric by content area

NOT STARTED

Technology integrated into quality instruction 9th - 12th grade"
Sep 04, 2018 to Jun 30, 2020 - All teachers/ technology Coordinator

Status history



NOT STARTED

Jun 03, 2018
Evidence
1-1 Chromebook PD

NOT STARTED

Implementation of peer observations across content areas/depts to assess instructional effectiveness"
Sep 04, 2018 to Jun 30, 2020 - Dept chairs/ILT

Status history



NOT STARTED

Jun 03, 2018
Evidence
Summative Data Collection Tool

Strategy 4

NOT STARTED

Identify and define what constitutes an office referral for disciplinary infractions (i.e. groups 1 - 6)"

May 31, 2018 to Aug 31, 2018 - Commandant, Principal, AP, SAI, teachers & staff

Status history

Jun 3

NOT STARTED

Jun 03, 2018

Evidence

Updated Office Referral form

NOT STARTED

Update office referral forms to articulate punishable infractions and consequences (demerits, restorative justice approaches)"

May 31, 2018 to Aug 01, 2018 - Principal, AP, Commandant, SAI, teachers, and staff

Status history

Jun 3

NOT STARTED

Jun 03, 2018

Evidence

Updated Office referral form

NOT STARTED

Review disciplinary data to identify common infractions and sustainable consequences to reflect a restorative approach to discipline"

Jun 05, 2018 to Jun 18, 2018 - Teacher, Principal, Commandant, AP, SAI, all teachers & staff

Status history

Jun 3

NOT STARTED

Jun 03, 2018

Evidence

Database of common disciplinary infractitons (XCEL Google document) with applicable consequence (demerits, detention, peace circles, ISS/OSS).

NOT STARTED

Reset expectations for behavior/dsicpline to provide a common understanding of staff responsibilities in explicit teaching/modeling behavior"

Jun 19, 2018 to Sep 30, 2018 - Teachers, principal, Commandant, AP, SAI, all teachers and staff

Status history

Jun 3

NOT STARTED

Jun 03, 2018

Evidence

Behavior matrices posted throughout building (i.e. CHAMPS/PBIS) & expectations poster with applicable consequences (demerits, detention, peace circles, ISS/OSS).

Strategy 5

NOT STARTED

Develop a relationship with external post-secondary organization to assist with supporting tier 2 and tier 3 juniors and seniors"

Jul 02, 2018 to Aug 04, 2018 - Post Secondary Coach, PLT, Counselor

Status history

Jun 3

NOT STARTED

Jun 03, 2018

Evidence

Google Document to identify tier 2/3 juniors & seniors

NOT STARTED

Identify the tier 2 and tier 3 juniors and seniors to develop mentor relationships with PLT members"

Sep 03, 2018 to Jun 14, 2019 - Post Secondary Coach, PLT, Counselor

Status history



NOT STARTED

Jun 03, 2018

Evidence

Google Document to identify tier 2/3 juniors & seniors with PLT mentor

NOT STARTED

Work with tier 2 and tier 3 juniors and seniors to identify the options for post-secondary success"

Sep 03, 2018 to Jun 14, 2019 - Post Secondary Coach, PLT, Counselor

Status history



NOT STARTED

Jun 03, 2018

Evidence

Google Document to identify tier 2/3 juniors & seniors with PLT mentor

NOT STARTED

Work with 1-1 parents of tier 2 and tier 3 juniors and seniors to encourage and promote post-secondary success (FASFA completion)"

Sep 04, 2018 to Jun 14, 2019 - Post Secondary Coach, Counselor, PLT

Status history



NOT STARTED

Jun 03, 2018

Evidence

Google Document to identify tier 2/3 juniors & seniors

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 these students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

ESSA Program

ESSA Schoolwide Program

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

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the

plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

The school has dedicated a large space on the school's first floor for PAC and PTSA meetings and workshops. At the initial PAC and BOG meetings of the 2018-2019 school year, the parent involvement plan will be reviewed and revised as needed. A link will also be provided for internet users to view this document on the school website.

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

PAC meetings will be held on a monthly basis and advertised on the school website and outside marquee. A presentation related to NCLB Title I programs will be offered at the first report card pick-up event of the 2019-2020 school year. PAC will identify a representative to work with Ms. Foster to ensure the PAC portion of the website is updated. The projected date for our Title 1 Annual Meeting is scheduled for 21 September on our Title 1 PAC Organizational Meeting will be held on 15 October 2018.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The Principal's State of the School presentation will address the information listed above. PAC Chair and Co-Chair will articulate the highlights and previous successes of our PAC. Some of these successes could include Family Night, CPR training, Healthy eating, career and vocation training, parent portal training, Social and emotional with TCA Clinic and more.

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.

Parents will receive a copy of their child's PSAT/SAT score during 3rd quarter report card pick-up. In addition, this information will be posted on the school's marquee and on our website (English and Spanish). Students will be provided a copy of their PSAT/SAT no later than 3 weeks after the school receives the documents. In addition, one copy will remain at the attendance center. Administrative representatives will be present at each monthly PAC meeting in order to respond to the concerns, and support the participation of the parents in attendance. As primary stakeholders, parents will be encouraged to actively participate in driving positive change in their child's educational community.

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.

At the first report card pick-up event, Principal will share a roster of all teachers that are not "highly qualified with parents.

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.

Members of the Administrative Team will provide parents with professional development in the areas of: PSAT/SAT, Bi-Literacy seal, Dual Credit, AP classes

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family

members in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

PAC has purchased technology (3 computers, printer and chrome books) that can be used by Carver Military Academy parents. School supports parents by affording them the opportunity to attend annual Youth Guidance Workshops Currently, Carver Military Academy has one of the highest parent portal rates in CPS. PSAT/SAT resources will be shared on our website. In addition, the Administrator attending the monthly PAC meeting will provide PSAT/SAT resources to all parents in attendance.

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.

A member of the PAC will attend at minimum 1 All Staff Professional development in an effort to communicate the contributions and programs developed by our PAC. PAC members are highly encouraged to attend Opening Staff PDs.

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.

All parent contact including but not limited to select parent all calls, informational documents, flyers and student performance will be available in both Spanish and English.

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

All correspondence will be in English and Spanish

Policy Implementation Activities

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

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

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

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

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

na

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.)

Mission: Carver Military Academy will provide cadets with nurturing and support to ensure that all participate positively in the learning process. We will provide a challenging educational program and a safe environment that will enable our cadets to fulfill their learning potentials and personal goals. We will ensure that courses and programs needed for entry to institutions of higher learning throughout the United States and the world are available for all students.

Vision: To be the top rated military academy in the country, by synergizing the core values of the military model with academic expectations and opportunities that ensure the success of each cadet as college graduates.

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.

Formal parent teacher conferences will be held twice per year for students in all grades. Please see the CPS calendar 2018-2019. Teachers will be available for a block of 6 1/2 hours at these events to individually meet with parents to discuss student progress, strengths, and areas for improvement. Senior parents are required to attend a mandatory conference to discuss graduation requirements and key dates.

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

Along with the formal conference events described above, teachers will be encouraged to pro-actively report to parents via phone or email regarding students' progress. The Gradebook portal available to all parents provides real-time progress reporting for parents to access 24/7

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

Staff will be provided with an email account and phone message system to ensure availability to parents. Each teacher will be allotted one preparation period (52 minutes) per day, which may be used for parent conferencing.

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 will be encouraged to participate in school field trips and volunteer at school wide events including but not limited to homecoming, drill competitions, Junior/Senior picnics, etc. Parents are invited to attend/observe classroom activities with prior notification of the classroom teacher and administration. Principal will meet with Department Chairs and ask teachers to identify tasks parents can accomplish if they volunteer. Some ideas include: Translating, making copies, making phone calls for key events (Fun Night, Report Card pick-up). School will develop a list of volunteer activities for parents and share during Open House (volunteer form).

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

A PAC sponsored workshop will be offered which will focus on the parent's role in the educational experience of their children at the secondary level. Parents will monitor grades via parent portal.

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

All parents will be invited to attend monthly PAC meetings. Teachers and administrative team members will welcome call, and facilitate meetings related to parental concerns. Parents on the Board of Governors will assist with approving the budget and other instructional activities. Parents are members of the CIWP Team.

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).

At Carver Military Academy, the military model serves as a student framework, which supports responsibility and achievement. Additionally, student incentive programs will be supported to encourage both student accountability and academic success.

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.

PAC Goal is to provide support that will lead to an increase in academic achievement and parental involvement

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.	\$ 500	.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.	\$ 400	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC	\$ 500	.00

meetings, trainings and workshops.

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)

\$	350	.00
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54505 **Admission and Registration Fees, Subscriptions and memberships**
For Parents use only.

\$	250	.00
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<p>54205</p>**Travel**
Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.

\$	300	.00
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<p>54565</p>**Reimbursements**
Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.

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

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

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

\$	867	.00
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