



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
04/14/2016	Talley, Jones, Nagel, Pruitt, Baader	Initial Framework analysis
04/28/2016	Talley, Jones, Nagel, Pruitt, Baader	Framework Discussion
04/29/2016	Talley, Jones, Nagel, Pruitt, Baader	Goal setting
05/10/2016	Baader, Sullivan, Moore	Parent Compact
05/04/2016	Baader, Young, Halek, Arnt, West-Frazier, Thymes, Reed, Anderson, Gunderson, Sipp	Action Planning
05/06/2016	Baader, Jones, Pruitt, Talley, Nagel	Final CIWP review meeting

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

ACE Tech has a strong vision as far as the school mission is concerned, and that mission is strongly communicated to all staff by the Principal and the Board of directors. Teachers must be certified and highly qualified in their subject areas, and the Marzano Framework is used as the basis for teacher evaluation and coaching.

Our leader (Principal, Marvin Talley) is focused on a team approach to leadership and has compiled a group of individuals from both Academia and Administrative areas of the school to assist in improving and motivating student growth. The team consists of instructional leaders and administrators and together they form what is called "the ACE Governing Council." This committee meets monthly to address concerns and resources needed to assure a successful school year. All departments report out to inform the committee of what has happened in their individual departments over the past month and what they will be working towards for the current and future months. This brainstorming session addresses all areas of concern – all are discussed and possible solutions are presented.

The ACE Governing Council members are certified lead teachers and staff – all have minimally a Bachelor's degrees. The teaching staff are highly qualified in their subject areas. All committee members possess skills and strategies to improve our school culture academically and discipline areas. The solutions that come from these meetings are shared with each department to be implemented. Results are monitored for growth which is reported in the monthly dashboard and presented at monthly Board of Directors Meetings.

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.
- **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

1 2 3 4

The ACE Governing Council consists of the following members:

Principal
 Assistant Principal
 Director of Business and Operations
 Director of Specialized Student Services
 Director of College & Career
 Director of Academic Affairs
 Director of Discipline, Culture, & Safety
 Director of RTI, Data & Testing
 Math Department Chairperson
 Science Department Chairperson
 Social Studies Department Chairperson
 Foreign Language Department Chairperson
 Academy Department Chairperson
 Design & Trades Department Chairpersons
 English Department Chairperson

The ACE Governing Council was developed by the principal as the internal governing body of the school. The principal recognizes the best practice of shared leadership and group empowerment. Each ACE Governing Council member has equal voice. The AGC meets twice per month prior to the monthly board of director's board meeting. Each member of the AGC is data driven and focused on creating systems and structures to enhance each and every aspect of ACE Technical Charter High School. The second meeting each month is a problem solving committee, which focuses energy around planning, data analysis, and school change.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.

- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

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

1 2 3 4

ACE Technical Charter High School currently uses data from teacher evaluation results (aligned to the Marzano rubrics), feedback from the 5 Essentials survey (in addition to a midyear mock 5 Essentials survey), teacher evaluations of previous years' professional development, and student achievement data to drive the Professional Learning in the building. According to the most recent 5 Essentials Survey, teachers feel that Professional Development could use improvement, as ACE scored in the lower quadrants at 35, so we are aware that we have work to do in this area. Towards the close of each school year, the ACE Governing Council reviews the previous year's Professional Development activities and develops a plan for the next school year. That plan usually includes a team visit to a national conference like ASCD to bring everyone up to speed on some of the latest instructional techniques, and the work from that conference drives the summer planning for the school year ahead. The school year begins with a Professional Development week planned over the summer based on the end of year needs, and full-day professional development is embedded into the calendar during many months. Finally, each Wednesday has professional development time embedded into the school day so that teachers can have dedicated time to work on their Instructional Growth Plan, Departmental goals, and Grade Level Meetings and student interventions. Because of this structure, we have an average 5 Essentials score on Collaborative Practices, at 52. Although all of these processes are a part of the regular schedule, teachers are asking for additional professional development opportunities. With this understanding, we rate this a 2.

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
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"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 3 4

Our primary source of funding is from CPS – the SBB, Non SBB and Categorical funding. Other sources of revenue come from Fundraising, and Donations. Although CPS reimburses ACE for 7 SPED Teachers and 4 Paraprofessionals, ACE employs an additional Special Education Teacher, which not only complies with the state requirements, but also helps to provide additional assistance to SPED students.

ACE prepares a budget with input from our instructional leaders who reviews departmental needs and submits a list of anticipated resources required to aide in their ability to have a positive impact on their students. Resource requests are reviewed and prioritized for inclusion in the anticipated spending for the upcoming year. ACE offers credit recovery and other tutoring services for our students are offered afterschool and if needed on weekends. ACE has implemented aides to our students to assist their academic achievement (such as BrainWare, a comprehension enhancement program, Academic Approach testing services, Agile Mind Algebra curriculum, NWEA interim testing program, and Naviance College preparation and applications program). ACE students are provided a planner at the beginning of the year in their Academy Class to help them stay organized and develop good habits. Students also start building their portfolios in their freshman year so that when they become seniors their portfolios are complete and utilized for their exit interviews during the graduation process.

ACE Tech has a hiring team that follows a clear selection protocol so that we are able to hire the best available candidates based on an interview protocol and a standardized rubric.

ACE Tech has a wide range of community-based organizations that partner with the school on a regular basis including the University of Chicago, Chicago Architectural Foundation, ACE Mentors Program, After School Matters, Sweetwater Foundation, One Summer Chicago, and the Stomp program.

Because of challenges associated with external funding sources over the past few years, ACE continues to evaluate all spending to assure that it aligns with the instructional and professional needs of students and teachers.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.

- Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules
	✓ Teacher retention rates
	✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
	✓ Candidate interview protocol documents
	✓ List of community-based organizations that partner with the school and description of services
	✓ Evidence of effectiveness of the services that community-based organizations provide
	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

1 2 3 4

ACE Technical Charter High School has some major work that needs to be done around curriculum. The results of the 5 Essentials survey versus student test scores highlight the need to raise the rigor in this area. There is an overall perception of rigor in the curriculum according to the 5 Essentials Survey. English and Math instruction are rated above average at 66 and 61 respectively while the quality of student discussions lags at 31. That lack of quality is echoed in test scores: ACE struggles each year to raise the average ACT score above 16.5 to ensure that students are college ready. Although we have spent a great deal of time in years past aligning our Scope and Sequence to first the College Readiness Standards followed by the Common Core standards, content standards from the Illinois Learning Standards framework are still teacher-driven and lack focus. Teachers drive instruction based on results from test scores some of the time, and professional development often addresses the areas of need for the current group of students, but a more comprehensive approach is definitely in order. Social Emotional Learning is addressed in two major ways: The Academy Curriculum is aligned with Executive Functioning skills that are taught directly to learners, and every student is enrolled in a gender-based ACE Advocacy class where they are able to discuss issues that arise in their experience in the school day as well as the school community. With regards to Diverse Learners, all learners are entitled to placement in their Least Restrictive Environment as determined by their IEPs and 504 Plans, and ACE Tech maintains 100% compliance with regards to those learners. Additionally, we ensure that our Diverse Learners have access to the complete ACE Tech curriculum modified based on their needs. English Language Learners also have access to the complete curriculum and they are placed in an ESL class that supports their language learning needs. Additionally, in an effort to keep our school competitive in a STEAM world, we have implemented the Project Lead the Way curriculum, but would like to improve our instructional offerings by implementing a Computer Science curriculum and a Design/Build Architecture and Construction curriculum to aid our students in attaining job skills.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks** (Math (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework--virtual-library>), Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework>), Social Science (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0>), and Literacy (<https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0>)) **to ensure alignment of scope and text and task complexity.**
 - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

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"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
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

Instructional Materials:

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

Score

1 2 3 4

As a mirror to curriculum, Instructional Materials in many subject areas are dated and need evaluation. The current textbooks in use are disliked by many instructors, and so many teachers in the school supplement with their own work so often that supplements are often used instead of the textbooks. Great textbooks abound, and so it is worthwhile to spend time evaluating what is currently in place and replacing Common Core aligned materials. On a technology front, we have been updating our desktop computers on a consistent basis, but would like to add more technology so that more teachers can flip classrooms and bring technology into their daily classroom instruction. Currently only a few departments are able to do that on a regular basis due to lack of resources. If we could improve our technology so that teachers can make regular use of tablets in instruction, we'd be able to better prepare students for 21st century skills. While each department is evaluating curriculum, it is recommended that all Instructional Materials are evaluated as well.

Guide for Instructional Materials

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

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

EVIDENCE, MEASURES, AND STANDARDS

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

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

ACE tends to score higher in this category than in our other categories with a score of 56 in Ambitious Instruction, but there is a definite disconnect considering student achievement is still lagging behind. According to the 5 Essentials survey results in English, approximately 50% or more students were asked to perform rigorous tasks in English once a week or more, but only 20% reported rigorous tasks daily. In Math, best practices range from happening 38 - 52% of the time, with 35% of student reporting that some tasks never happen. With such wildly varied results, we recommend that departments evaluate best practices for their subject area and ensure that these tasks are built into the curriculum on a regular basis.

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 ([https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20\(Short%20Version\).pdf?attredirects=0&d=1](https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

College and Career implements a strategic counseling plan through academy class for 100% of ACE students. Academy is a fifty minute course that targets foundational skills to help students prepare for the rigor of college and career. Freshman and sophomore academy courses focus heavily on reading, writing, and research, while junior and senior academy courses prepare students for the transition from high school into adulthood. Among other things, students prepare for standardized testing, research college and career interests, build resumes, create personal essays, complete college application, apprenticeship applications, and FAFSA documents. During the course of the 2014-2015 school year, ACE Tech students obtained nearly five million dollars in scholarship money. All students are required to complete seven college applications, including two safety schools, four best fit or match schools, and one to two reach schools. The College & Career Department organize a mock interview event, resume writing workshop, a career fair, two college fairs and five college tours throughout the school year. Through one on one intervention meetings, as well as interest surveys and exposure opportunities, students are guided into areas that interest them. Monthly, College and Career counselors present information to students regarding post-secondary planning including understanding GPA and transcripts, community service, job shadowing, internships, and enrichment opportunities like dual enrollment and Career and Technical Education (CTE) opportunities. College and Career also provides bimonthly parent meetings to inform parents about financial aid, internship opportunities, senior opportunities, and educating parents on their student's graduation status. In the 2015 5-Essentials Survey, ACE Tech ranked "strong" in the "School-Wide Future Orientation" category that is determined based upon "this school engages all students in planning for life after graduation."

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, 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 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.
- **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.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

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

Teacher coaching and evaluation is performed through the lens of the Marzano framework, which gives clear instructional goals and best practices to help drive instruction. When observed, teachers are rated on 41 elements of best practice instruction. The average teacher instructional rating from last school year was 2.55 on a scale of 4, so instructionally speaking, teachers have growth to do. The categories with the lowest scores are: Helping Students Reflect on Learning, Helping Students Examine Their Reasoning, Organizing Students for Cognitively Complex Tasks, Noticing when students are not engaged, Managing Response Rates, Applying Consequences for Lack of Adherence to Rules, and Asking Questions of Low Expectancy Learners. If those elements are grouped into trends, it shows that our teaching staff needs to develop skills around rigorous instruction and classroom management. In informal observational data, when teachers' lessons are rated for Levels of Knowledge, 85% of teachers spend 90% of their lessons at a level 1 or 2, with few reaching 3 and only two teachers reaching a level 4.

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.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

ACE Technical Charter High School implements a tiered intervention system for academic and social/emotional support for all students. Tier 1 supports built into the school day include formative assessment data collection, tracking, and progress monitoring in all classrooms in addition to extensive differentiated instruction and data driven instruction based on student needs. Intensive academic progress monitoring and development of social/emotional skills and awareness is focused on daily through ACE Advocacy and Academy courses. ACE Tech offers after school tutoring services through ACE Achievers after school to support our students in need of additional academic assistance. Our discipline and culture team have launched the Freshman Connection program in which freshman and sophomore academy classes are visited monthly by a member of the discipline and culture team to promote social and emotional learning and character growth. Similarly, the Senior Launch program was developed to encourage and assist upperclassmen in the transitional phase. This program includes push in monthly meetings with juniors in academy courses and monthly Senior Seminar events on the weekend.

The primary Tier 2 academic support for students in Academic Study Hall. Weekly, a group of students is selected based upon in danger of failing grades to attend an mandatory study hall after school. Here, our four grade level leaders work intensively with this population of students to determine their academic struggles and assist students in eliminating these barriers. Grade Level Teams also meet bi-weekly to look over discipline, academic, and attendance data to determine students in need of more intensive intervention. The data is used to create an individualized plan for the student surrounded upon previously successful interventions for each identified student. Here, recommendations are also made to the school counselor for group therapy sessions surrounded around various social/emotional barriers impeding academic progress such as motivation, anger management, self esteem, and identity. ACE Technical also uses programs such as Brain ware and Agile Minds to bridge the academic gap in freshman students and has created an online and face-to-face credit recovery program for students not on track to graduate. Here, recommendations are also made to the school counselor for group therapy sessions surrounded around various social/emotional barriers impeding academic progress such as motivation, anger management, self esteem, and identity.

If further intervention (Tier 3) is necessary, students are referred to the Director of Academic Affairs, Attendance Coordinator, Director of Discipline and Culture, and School Counselor for more intensive individual intervention and parent outreach. All four of these team members meet with students and parents regularly for one on one intensive interventions which include external sources in extreme cases. Although ACE Tech has a well thought out structure for supporting students on a multi-tiered system, there is more work to be done streamlining these structures and making the operations of each more cohesive.

Guide for Multi-Tiered System of Support

- **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 (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) 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

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

ACE Tech primarily relies on multiple standardized measures to receive feedback on student growth and learning: NWEA, ACT, and EPAS practice tests. These measures illustrate a broad scope of student learning outcomes, and formatively direct instructors toward specific areas of future curriculum focus. ACE Tech has begun some robust professional development around utilizing formative assessment in each course, in order to generate more specific feedback on individual students' learning needs. Increased proficiency in formative assessment practices will allow teachers and administration to better identify students in need of Tier 2 & 3 academic support, as well as improve overall Tier 1 differentiated instruction.

Instructors have varied proficiency in creating robust curricular assessments. Moving forward, ACE Tech will expand its professional development focus to improve assessment literacy. ACE will benefit from utilizing common assessments across like courses to gain insight into effective teaching models, student testing disposition, and student problem-solving strategies. Improving the quality of assessment tools will replace student assessments with more appropriate course-specific measures of growth on specific learning objectives.

Grading practices at ACE Tech are primarily traditional, and create a varied picture of student behaviors, characteristics and mastery over learning objectives. Each instructor is given the latitude to apply their grading practices according to their professional judgment. There are a growing number of teachers who have expressed an interest in learning about standards-based grading practices, and several courses which are currently providing grading feedback according to that model. ACE Tech will encourage teachers to improve grading practices by providing topical professional development opportunities and support for those implementing evidenced-based reporting.

With the State of Illinois moving to the SAT as the new College Entrance Exam, ACE Tech needs to provide professional development for teachers who will need to prepare students for success.

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 (<http://www.udlcenter.org/aboutudl/udlcurriculum>) 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 (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

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

In an effort to create and sustain a culture that reflects a shared belief in the importance of learning and hard work here at Ace Tech, the motto that we express to students daily is that our #1 Priority is Student Achievement. We make a consistent effort to communicate to students the expectation that all students can achieve at high levels. Recognizing that it will take a constant flow of reiteration and reinforcement for our students to take on this expectation as an identity statement, we have developed programs and systems to provide support and assistance.

One major tool that we use to build a culture of learning is our Academic Writing Academy curriculum. Every student is enrolled in the Academic Writing Academy each school year. In this course students analyze their test scores, grades, and attendance to develop personal learning goals, gain experience managing and assessing progress toward those goals, and ultimately produce an academic artifact - the Student Portfolio. Through this course we are able to convey higher learning expectations for all students and to encourage students to take ownership and pride in their work. We aim to develop each student's capacity to remain resilient and empowered in the areas of self-improvement and academic success. Other programs that we utilize to drive home the importance of learning and hard work are the Ace Achievers Program -, an initiative that provides tutoring services for students; the Academic Probation Program - an initiative to help students that have fallen behind academically get back on track; and Academic Award Ceremonies - programs recognizing high levels of student achievement before the student body and community. Additional practices such as the Student of the Month and Academic Excellence Walls serve to further impress upon our students our commitment to our #1 Priority. Recognizing that student success and student attendance are intertwined we utilize Attendance Raffles, Attendance Walls, and attendance-based programming and benefits as strategies to encourage daily and timely attendance.

Even with the aforementioned programs, strategies, tools used to cultivate a Culture of Learning, we recognize that this is an ongoing growth area. Our score of "Average Implementation" in the area of Ambitious Instruction on the 5Essentials Survey highlights a need for us to focus strategies at improving the Quality of Student Discussion - an area of key importance to establishing a Culture of Learning where students are able to express key academic concepts, address critique, make revisions, help peers, etc. Additionally, while students have access to counselors, resources and social-emotional or academic support, informal observations have revealed that we have difficulty engaging lower expectancy students and ensuring that they feel safe to share misunderstandings and struggles. Clearly displaying school-wide expectations for academic and personal success throughout the building, the development of relational trust, and more consistent communication around praising effort and process are additional growth areas that we must tackle to continue to develop a Culture of Learning.

Guide for Culture for Learning

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

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

Score

1 2 3 4

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.

The ACE Tech Advocacy classroom was developed to build relationships between teachers and students. We think of the Advocacy teacher as a “Wraparound Teacher” meeting the diverse needs of all students. The Advocacy classroom is concerned with the academic, social, and emotional needs of all students. The Advocacy teacher is responsible for a small cadre of students. The Advocacy classroom allows the teacher to assist the students in the following ways:

- A more positive attitude toward school
- Improved academic achievement
- Better behavior in the classroom
- Higher rates of work completion
- Increased participation in classroom activities
- Better attendance

At ACE Tech we fully understand the challenges that are associated with our “at-risk” population of students and the need for full relationships to address said challenges. ACE Tech realizes that historically not all of our students have had the positive structures or influences in their lives. With this knowledge ACE has embedded within the Advocacy classroom curriculum, lessons that teacher’s students expected school behaviors and societal norms that can and will lead to greater life success.

The Advocacy classroom has been in place for 2 years and each year we will continue to add best practices to the curriculum. We have found successes over the past 2 years yet we also recognize room for growth. ACE recognizes the room for growth as essential due to the needs of students varying from year to year. We are committed to differentiating our approaches while maintaining our focus on the needs of each and every individual child.

ACE Tech is not only small as it relates to student population, ACE Tech is also a small as it relates to the number of professionals throughout the building. Although small in number ACE Tech has a hard working, dedicated group of professionals who work together throughout the school year building trust with one another. Teachers work on committees that are self-selected. The committees are very diverse and are built to support school wide initiatives that benefit staff and students. Teachers meet bi-weekly during grade level, department, and committee meetings. During the meetings an expected norm is that all ideas will be valued and respected. Every professional at ACE Tech has a voice and because of this building wide norm using one’s voice in a safe space fully demonstrates that each professional is valued and trusted.

The principal has worked diligently to build trust throughout the building by being the example that he would like to see in others. The principal trusts his staff and shares authority throughout various levels of the school. The principal believes that all voices matter and that each individual is a valuable piece of the puzzle. The principal doesn’t believe that one piece of the puzzle is more important than any of the other pieces. The principal further demonstrates trust by allowing teachers and staff the autonomy needed to create optimal learning platforms for students. The principal also demonstrates trust by allowing various leaders throughout the building to lead their various departments and offer his assistance when needed. The principal supports and trusts his various leaders and does not attempt to micromanage any of his appointed leadership members.

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
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

Student Voice, Engagement, & Civic Life:

Score

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.

1 2 **3** 4

Ace Technical Charter High School offers twelve honors courses and five advanced placement courses to students. Selection for honors courses freshman year are based upon NWEA test scores in reading and math. Sophomore, junior, and senior students are placed in honors and AP classes based upon a teacher rubric filled out mid year. Ninety three students were selected to participate in one or more of these courses the 2016-2017 school year. ACE Tech also offers students the opportunity to graduate with distinction upon the completion our Honors Track. Honors Track students are enrolled in all honors or advanced placement courses in core subject areas freshman through senior year. ACE Tech's extracurricular activities are created based upon student interest. At the beginning of the year, In advocacy class, students are given the opportunity to tell staff what activities they are interested in having at ACE. Based on student recommendation, staff members are found to sponsor the activity and an activity fair is held during lunch periods to gain traction with other interested students. We currently have eight after school programs and seven athletic teams. These after school programs are servicing roughly 175 students the 2015-2016 school year. All sophomore students are enrolled in a civics research class in which they participate in numerous reading activities and research projects exploring civic issues in Chicago and throughout the world. Students of ACE Tech extend their civic engagement outside of the classroom by participating in community service events and fundraising events throughout the school year. All ACE Tech students are required to have 80 logged community service hours as a graduation requirement.

Guide for Student Voice, Engagement, & Civic Life

Students...

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.

- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning 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

With a limited number of Safety and Security team members, a school that sits in a historically high crime area, and a student body that travels from all over the Chicago-land area to school, Safety and Order becomes a high priority that involves enlisting the diligence and support of all staff members. Safety team members, teachers, and administrators help to manage efficient and orderly transitions such as arrival, dismissal, and other classroom routines and procedures. This work has helped to limit episodes of school disruption in the classrooms and hallways; and has additionally helped to limit violent or inflammatory interactions in the school and during safe passage. In the 5Essential Survey 97% of students report that they feel safe in the classroom, with 89% of students reporting that they feel "Mostly" or "Very" safe; 96% of students report that they feel safe in the hallway, with 73% of students reporting that they feel "Mostly" or "Very" safe; and 93% of students report that they feel safe in the bathrooms, with 74% of students reporting that they feel "Mostly" or "Very" safe. This data indicates that students feel physically safe throughout the school. The reason we were evaluated as "Least Implementation" in the area of Safety on the 5Essentials Survey is because our students do not feel safe traveling to school or in the areas and communities surrounding the school. 63% of students reported that they feel "Somewhat Safe" or "Not Safe" at all in the area outside the school; and 57% of students reported feeling "Somewhat Safe" or "Not Safe" at all traveling to school. To tackle student concerns and provide support in this area Ace Tech has fostered relationships and kept in constant contact with the Chicago Police Department (District 2), the Office of Safety and Security (CPS), and community members and leaders. Staff and parent volunteers have also pitched in to support during safe passage and to provide key information related to potential threats or safety concerns.

While Restorative Approaches to Discipline are utilized to respond to behaviors referred to the discipline team, we recognize that establishing an orderly environment where all staff members teach, model, and reinforce clear behavioral expectations, share and express expectations for positive behavior, and emphasize proactive, instructive and restorative approaches to student behavior as a growth area that we must continue to tackle. Professional Development opportunities (Classroom Management, De-escalation Training, etc.) and Professional Learning Communities (Discipline Strike Force (Data), Culture Council, etc.) have already been provided and established to support growth in this area.

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.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – “Safety”
	✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?
	✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.
	✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
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

Restorative Approaches to Discipline:

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

Score

1 2 **3** 4

Establishing and maintaining a restorative approach to discipline has been a major priority here at ACE Tech. Making the transition from a culture of discipline that focused on punishing behaviors to a one focused on shaping behaviors involved developing and implementing policies, procedures, programs and initiatives intended to maximize the opportunities for the development of skills and the understanding of root causes that may impact behaviors, while minimizing punitive response to behaviors. The first step in this process involved the development of a Discipline and Culture Department led by the Director of Discipline, Culture, Safety and Security. The Director of Discipline, Culture, Safety and Security serves as the designated administrator responsible for leading centrally-managed response to behaviors utilizing consistent, restorative procedures. This department manages all disciplinary response systems, programs and records; provides training to students and staff in the areas of discipline, restorative practice, and social emotional learning; and facilitates programming aimed at helping students and parents develop academic and social skills. Recognizing the need to engage staff in the process, the Discipline and Culture department assembled the Discipline Strike Force - a team of teachers and staff that meet regularly to develop and improve discipline practices and systems based on the analysis of discipline data; and the Culture Council - a team of teachers and staff that meet regularly to improve and establish cultural practices aimed at clearly communicating positive academic and behavioral expectations for students and staff. These discipline support teams have helped to reshape practices and assist in moving the school toward a restorative and empowering culture of discipline. The next step was to develop and implement alternative responses to behavioral referrals. Rather than simply responding to behavioral referrals with suspension the Discipline and Culture Department utilizes Student Conferences, Face to Face Mediation, Group Mediation, Circle Processes, Parent Conferences, and other Alternative Behavioral Responses when possible, leaving suspension as a last resort. Implementing this behavioral response practice has helped keep students in regular instructional settings, helped stakeholders arrive at root causes of student behaviors, helped to keep parents engaged in the discipline and skills building process, provided opportunities for students to take responsibility for repairing harm caused by their actions, and decreased the total number of suspension days for students here at ACE Tech. Ace Tech has seen a 30% drop in total suspension days issued to students; from 3188 days issued in the 2013-2014 school year to 2239 days issued in the 2014-2015 school year. The third step was to develop educational programming and behavioral intervention programming aimed at providing an instructional face to the Discipline and Culture Department. The Discipline and Culture Department developed Freshmen Connection - a social emotional learning initiative for freshmen and sophomores that involves monthly instruction facilitated in their Academy Class; the Senior Launch Program - a series of 1 day professional development conferences referred to as Senior Seminars aimed at helping Juniors and Seniors fill their social, academic and professional toolbox; and the Strategic Intervention Program - a behavioral intervention initiative that focuses on helping high flyers develop, monitor, and assess personalized behavioral goals.

While our school has been greatly impacted by the aforementioned improvements, we recognized that there is certainly room for improvement. Frequent contact with parents concerning positive student behavior and progress; consistent school-wide teaching of expected behaviors and positive reinforcement; the development of a Multi-tiered System of Supports for social, emotional, and behavioral growth; and the development of a behavioral health team to coordinate appropriate behavioral interventions are all growth areas in which we could improve.

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.
 - Post and refer to clear, positively stated expectations and model expected behaviors.
 - Create routines and procedures central to the learning environment.
 - 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 continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
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
Content Standards	Social Emotional Learning Standards

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

1 2 3 4

ACE Technical Charter High School aims to promote an inviting atmosphere for families through events such as Open House, the Black History Month Talent Showcase, and Awards Banquets. Although we have parents in the building often meeting with various staff members regarding discipline, attendance, and academics, we recognize the need to create more positive opportunities for families at the school. These activities include but are not limited to parent workshops, family nights, volunteer opportunities, and meaningful parent informational sessions. In an effort to increase communication between the school and families, ACE Tech invested in a brand new website that went live the 2015-2016 school year and regularly updates the ACE Tech Facebook page with events happening at the school. There is opportunity for more communication such as parent newsletters, school newspapers, and parental email groups. ACE plans on creating a committee dedicated to increasing parent partnership for the 2016-2017 school year.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Restorative Approaches to Discipline

1	2	3	4	5	⊘
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3 Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life

1	2	3	4	5	⊘
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Goals

Required metrics (Highschool)

12 of 13 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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My Voice, My School 5 Essentials Survey

For 2016-17, ACE will score a rating of Organized, and for 2017-2018, ACE will score a rating of Well Organized.

(Blank)

(Blank)

(Blank)

(Blank)

National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Because the state is moving to the SAT, ACE will establish a baseline in 2016-2017, and students will experience a 25%ile growth for the 2017-2018 school year.

18.00

(Blank)

0.00

25.00

African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

The African-American National School Growth Percentile will be at or about the 25%ile.

10.00

(Blank)

0.00

25.00

Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

The Hispanic Percentile, which is traditionally our highest group, will be 60%ile.

64.00

(Blank)

0.00

60.00

English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

ACE Tech does not have a large enough group of ELLs for a rating.

(Blank)

(Blank)

(Blank)

(Blank)

Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

The Diverse Learner group will attain a 15%ile.

3.00

(Blank)

0.00

15.00

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

The Attainment Percentile will be 20%.

9.00

(Blank)

0.00

20.00

Freshmen On-Track Rate

ACE would like to ensure that the Freshman on Track rate is increased to 90% by the end of the CIWP period, since setting strong habits as freshmen ensures that students will have the tools that they need to be successful in the rest of their high school career.

70.40

54.20

80.00

90.00

4-Year Cohort Graduation Rate

The 4-Year cohort graduation rate is impacted by a highly mobile students population, but we will put additional effort in ensuring that those students who stay with us have the opportunity to stay on track to graduate through robust credit recovery programs.

75.50

58.10

70.00

75.00

1-Year Dropout Rate

The 1 year dropout rate is already low; we will maintain it at 1% or lower.

0.20

1.40

1.30

1.00

College Enrollment Rate

The College Enrollment rate is unfortunately reported by the National Clearinghouse data and never reflects our true numbers since many of our students attend institutions not reported. However, we always have students who plan to attend college and do not end up attending in the fall due to financial considerations, so we will continue to seek scholarship and financial aid for all of our students as well as educate parents on possibilities.

51.90

49.40

60.00

65.00

College Persistence Rate

The College Persistence rate is also impacted by the clearinghouse problem, but when students do not return to school, it is usually for one of two things: financial problems or inability to maintain grades due to higher standards in high school. This number can be impacted through rigorous instruction in the high school curriculum.

53.60

61.80

65.00

70.00

Average Daily Attendance Rate

As a school, we tend to hover around 90% for the Average Daily Attendance, but due to lowering Suspension rates, attendance incentives, and stronger parent outreach, we would like to increase this to 93% by the end of the term.

89.60

88.70

90.00

93.00

Custom metrics

0 of 0 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Improve Balanced Assessment & Grading structures

Standardized expectations for learning, rigorous grading expectations

Increased standardized test score growth as students attain greater mastery; at least 60% of juniors meet required growth metrics in Reading and Math

Tags:

Balanced grading and assessment

Area(s) of focus:

1

Action step

Responsible

Timeframe

Evidence for status

Status

Departmental work: Coming to consensus on best practices for learning targets and scales for standards-based learning

Department Chairs

Jul 1, 2016 to Jul 1, 2017

Learning targets documentation for departments

Not started

Learning targets

Adopt school-wide tracker for interim assessment tools

ACE Governing Council

Jul 1, 2016 to Jun 30, 2017

Data tracking model

Not started

Data tracking

Adopt standards-aligned interim assessment tools (Either created internally or adopted)

ACE Governing Council

Jul 1, 2016 to May 26, 2017

Model implementation plan

Not started

Assessment, Interim

Investigate avenues and implement Professional Development on the SAT	ACE Governing Council	Jul 1, 2016 to Jan 1, 2017	Professional Development agendas, evaluations	Not started
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Sat

Celebrate Teachers who meet or exceed assessment targets	ACE Governing Council	Aug 1, 2017 to Jun 1, 2018	Assessment data results	Not started
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Sat

Investigate Standards-aligned interim assessment tools Entrance and exit assessments for each year	ACE Governing Council	Jun 1, 2016 to Dec 23, 2016	Department evaluations	Not started
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Assessment design

Develop standardized midterm and final assessments for all core courses	Department Chairs	Jan 2, 2017 to Jan 8, 2018	(Blank)	Behind
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Assessment design

Strategy 2

If we do...

...then we see...

...which leads to...



Tags:
Curriculum Design, Curriculum maps

Area(s) of focus:
2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Ensure that curriculum is all aligned to standards (NGSS, Common Core, Illinois Learning content standards)	ACE Governing Council	Jun 6, 2016 to Sep 9, 2016	Course curriculum design documentation	Not started

Vertically aligned

Evaluate Scope and sequence to ensure that standards are covered vertically (spiraling and scaffolding skills) and horizontally across grade levels	ACE Governing Council	Jun 1, 2016 to Jun 2, 2017	Curriculum Maps	Not started
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Scope and sequence

Design & Institute Rigorous accountability system for scope and sequence	ACE Governing Council	Jun 1, 2016 to Jun 9, 2017	Accountability documentation, system, and results	Not started
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Accountability

Create a Library of texts that teachers have used to support curriculum	ACE Governing Council	Jun 6, 2016 to Jun 29, 2018	Teacher library in Lounge accessible to all teachers	Not started
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Professional Learning

Create processes in place to help students support students at frustration-level texts with regards to content area literacy	ACE Governing Council	Jan 1, 2017 to Aug 1, 2018	Process design, documentation, and implementation tracking	Not started
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Literacy/Reading

Strategy 3

If we do...

Align all courses, language, and culture to high student expectations and rigorous instruction

...then we see...

A change in the language used around students

...which leads to...

Higher on-task behavior as indicated by classroom observations (Marzano Element 31), Increased ADA to 95%, low dropout rate (1% or lower), higher freshman on track rate (85% or higher)

Tags:
School culture climate

Area(s) of focus:
3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Institute rigorous skills expectations for teachers to challenge students to convey high expectations	ACE Governing Council	Jun 1, 2016 to Jun 29, 2018	Unit and Lesson Planning; student work	Not started
Instructional coach for Reading in all subject areas	ACE Governing Council	Jun 1, 2016 to Jun 1, 2018	Observation Results	Not started

Literacy professional

Culture of Examining student work for rigorous expectations in Departmental Meetings	ACE Governing Council	Jun 1, 2016 to Aug 1, 2018	Department meeting minutes; improved assessment quality and quality of student work	Not started
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Professional Learning

Develop individualized learning plans for students in each class	ACE Governing Council	Jun 1, 2016 to Jun 29, 2018	Individualized Learning Plans created and monitored in Academy classes	Not started
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Expectations, Individual

Create a concrete expectation of behavior -- teach skills formally to students	ACE Governing Council	Jun 1, 2016 to Jun 1, 2018	ACE Advocacy curriculum development	Not started
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Executive functioning skills

Department study hall/study tables during the school day, all school event	ACE Governing Council	Jun 1, 2016 to Aug 31, 2018	Planning documentation, Fidelity documentation	Not started
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Develop models that Raise the professional quality of work and the school environment that students see explicitly	ACE Governing Council	Jun 1, 2016 to Oct 28, 2016	Standards for student work; quality of classroom displays	Not started
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Professional environment

Extend freshman orientation & create stronger structural support for freshmen	ACE Governing Council	Jun 1, 2016 to Aug 31, 2016	Freshman on Track Rate	Not started
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Freshman on-track, Orientation, Executive functioning skills

Rolling mandatory parent workshops to raise parent buy-in and support for school community expectations	ACE Governing Council	Jun 1, 2016 to May 31, 2018	Workshop evaluation results	Not started
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Parent engagement, Workshop

Increase student timeliness to school and class by creating stronger structures and interventions to address tardiness	ACE Governing Council	Jun 1, 2016 to May 31, 2018	Decreased tardies	Not started
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Tardy

Changing language from smart to growth mindset (authentic praise) putting value in work ethic	ACE Governing Council, Culture	Jun 1, 2016 to Jun 30, 2017	Students use growth language	Not started
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Language, Growth mindset

Institute Student Mentoring Programs to support cultural expectations of professionalism and respect	ACE Governing Council	May 1, 2017 to Jun 29, 2018	Program evaluation and fidelity trackers	Not started
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Mentoring

Quarterly cultural assemblies by grade level or gender addressing important topics with guest speakers	ACE Governing Council	Sep 1, 2016 to Jun 1, 2018	Agendas	Not started
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Climate and Culture

Increase recruitment efforts towards students who are interested in the school's mission of Architecture, construction, and engineering	ACE Governing Council	Jun 1, 2016 to Aug 1, 2018	Increased post-graduation enrollment in the mission	Not started
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Recruitment

Institute weekly cultural assemblies celebrating academic success and highlighting a different staff member, student, or department each Wednesday morning	ACE Governing Council	Jun 1, 2016 to Aug 1, 2018	Lower suspension and detention rates	Behind
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Culture of learning, Excellence, Celebrate

Develop a stronger, streamlined cultural language with accompanying communication artifacts, instruction aligned to cultural practices	Discipline & Culture Council	Jun 1, 2016 to Jun 1, 2018	Lower suspension and detention rates	Behind
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Cultural language, Practices, Artifacts

Develop student success profiles to support character, academic, and social emotional skills	Discipline & Culture Council	Jun 1, 2016 to Jun 1, 2018	Lower suspension and detention rates	Behind
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Student success

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Departmental work: Coming to consensus on best practices for learning targets and scales for standards-based learning</p> <p>Tags: Balanced grading and assessment, Learning targets</p>	Department Chairs	Jul 1, 2016	Jul 1, 2017	Not started
<p>✚ Adopt school-wide tracker for interim assessment tools</p> <p>Tags: Balanced grading and assessment, Data tracking</p>	ACE Governing Council	Jul 1, 2016	Jun 30, 2017	Not started
<p>✚ Adopt standards-aligned interim assessment tools (Either created internally or adopted)</p> <p>Tags: Balanced grading and assessment, Assessment, Interim</p>	ACE Governing Council	Jul 1, 2016	May 26, 2017	Not started
<p>✚ Investigate avenues and implement Professional Development on the SAT</p> <p>Tags: Balanced grading and assessment, Sat</p>	ACE Governing Council	Jul 1, 2016	Jan 1, 2017	Not started
<p>✚ Celebrate Teachers who meet or exceed assessment targets</p> <p>Tags: Balanced grading and assessment, Sat</p>	ACE Governing Council	Aug 1, 2017	Jun 1, 2018	Not started
<p>✚ Investigate Standards-aligned interim assessment tools Entrance and exit assessments for each year</p> <p>Tags: Balanced grading and assessment, Assessment design</p>	ACE Governing Council	Jun 1, 2016	Dec 23, 2016	Not started
<p>✚ Develop standardized midterm and final assessments for all core courses</p> <p>Tags: Balanced grading and assessment, Assessment design</p>	Department Chairs	Jan 2, 2017	Jan 8, 2018	Behind
<p>✚ Ensure that curriculum is all aligned to standards (NGSS, Common Core, Illinois Learning content standards)</p> <p>Tags: Curriculum Design, Curriculum maps, Vertically aligned</p>	ACE Governing Council	Jun 6, 2016	Sep 9, 2016	Not started
<p>✚ Evaluate Scope and sequence to ensure that standards are covered vertically (spiraling and scaffolding skills) and horizontally across grade levels</p> <p>Tags: Curriculum Design, Curriculum maps, Scope and sequence</p>	ACE Governing Council	Jun 1, 2016	Jun 2, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Design & Institute Rigorous accountability system for scope and sequence Tags: Curriculum Design, Curriculum maps, Accountability</p>	ACE Governing Council	Jun 1, 2016	Jun 9, 2017	Not started
<p>✦ Create a Library of texts that teachers have used to support curriculum Tags: Curriculum Design, Curriculum maps, Professional Learning</p>	ACE Governing Council	Jun 6, 2016	Jun 29, 2018	Not started
<p>✦ Create processes in place to help students support students at frustration-level texts with regards to content area literacy Tags: Curriculum Design, Curriculum maps, Literacy/Reading</p>	ACE Governing Council	Jan 1, 2017	Aug 1, 2018	Not started
<p>✦ Institute rigorous skills expectations for teachers to challenge students to convey high expectations Tags: School culture climate</p>	ACE Governing Council	Jun 1, 2016	Jun 29, 2018	Not started
<p>✦ Instructional coach for Reading in all subject areas Tags: School culture climate, Literacy professional</p>	ACE Governing Council	Jun 1, 2016	Jun 1, 2018	Not started
<p>✦ Culture of Examining student work for rigorous expectations in Departmental Meetings Tags: School culture climate, Professional Learning</p>	ACE Governing Council	Jun 1, 2016	Aug 1, 2018	Not started
<p>✦ Develop individualized learning plans for students in each class Tags: School culture climate, Expectations, Individual</p>	ACE Governing Council	Jun 1, 2016	Jun 29, 2018	Not started
<p>✦ Create a concrete expectation of behavior -- teach skills formally to students Tags: School culture climate, Executive functioning skills</p>	ACE Governing Council	Jun 1, 2016	Jun 1, 2018	Not started
<p>✦ Department study hall/study tables during the school day, all school event Tags: School culture climate</p>	ACE Governing Council	Jun 1, 2016	Aug 31, 2018	Not started
<p>✦ Develop models that Raise the professional quality of work and the school environment that students see explicitly Tags: School culture climate, Professional environment</p>	ACE Governing Council	Jun 1, 2016	Oct 28, 2016	Not started
<p>✦ Extend freshman orientation & create stronger structural support for freshmen Tags: School culture climate, Freshman on-track, Orientation, Executive functioning skills</p>	ACE Governing Council	Jun 1, 2016	Aug 31, 2016	Not started
<p>✦ Rolling mandatory parent workshops to raise parent buy-in and support for school community expectations Tags: School culture climate, Parent engagement, Workshop</p>	ACE Governing Council	Jun 1, 2016	May 31, 2018	Not started
<p>✦ Increase student timeliness to school and class by creating stronger structures and interventions to address tardiness Tags: School culture climate, Tardy</p>	ACE Governing Council	Jun 1, 2016	May 31, 2018	Not started
<p>✦ Changing language from smart to growth mindset (authentic praise) putting value in work ethic Tags: School culture climate, Language, Growth mindset</p>	ACE Governing Council, Culture	Jun 1, 2016	Jun 30, 2017	Not started
<p>✦ Institute Student Mentoring Programs to support cultural expectations of professionalism and respect Tags: School culture climate, Mentoring</p>	ACE Governing Council	May 1, 2017	Jun 29, 2018	Not started
<p>✦ Quarterly cultural assemblies by grade level or gender addressing important topics with guest speakers Tags: School culture climate, Climate and Culture</p>	ACE Governing Council	Sep 1, 2016	Jun 1, 2018	Not started
<p>✦ Increase recruitment efforts towards students who are interested in the school's mission of Architecture, construction, and engineering Tags: School culture climate, Recruitment</p>	ACE Governing Council	Jun 1, 2016	Aug 1, 2018	Not started
<p>✦ Institute weekly cultural assemblies celebrating academic success and highlighting a different staff member, student, or department each Wednesday morning Tags: School culture climate, Culture of learning, Excellence, Celebrate</p>	ACE Governing Council	Jun 1, 2016	Aug 1, 2018	Behind

District priority and action step	Responsible	Start	End	Status
<p>✦ Develop a stronger, streamlined cultural language with accompanying communication artifacts, instruction aligned to cultural practices Tags: School culture climate, Cultural language, Practices, Artifacts</p>	Discipline & Culture Council	Jun 1, 2016	Jun 1, 2018	Behind
<p>✦ Develop student success profiles to support character, academic, and social emotional skills Tags: School culture climate, Student success</p>	Discipline & Culture Council	Jun 1, 2016	Jun 1, 2018	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

NCLB Schoolwide Program

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

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy

Complete

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

ACE Tech appoints one or two parents each year to serve as Parent Coordinator and to be a representative parent voice on school committee meetings. When necessary, the parent coordinator recruits other parents for special school committee activities. For instance, parents served on the CIWP committee this school year.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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

involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, 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

ACE Tech holds its annual NCLB Title I meeting each year at Open School Night. This year, it is set to occur on August 31, 2016. In that meeting, we will communicate our monthly schedule of parent meetings and associated workshops throughout the remainder of the school year. Reimbursement for car fare will be provided to parents who would like to attend.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

Information about Title I programs are communicated to parents several times a year. At Open School night, individual teachers communicate the curriculum to parents. Additionally, at each report card pickup, parents receive copies of their student's test scores as well as a target proficiency for continued improvement. The Data & Testing Coordinator meets with parents who want to learn how to improve their child's learning.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

Parent Meetings are held on the second Thursday of every month. Membership to the Parent Meeting is open to all parents, but specific parents represent the concerns of each grade level. Reimbursement for car fare will be provided to parents who would like to attend.

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.

ACE Tech provides every parent with a PowerSchool login so that they can get regular alerts about their child's progress in all subject areas. Additionally, parents have email and phone contact information for all teachers.

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.

All teachers at ACE Tech are currently considered Highly Qualified. However, if a case should occur when a teacher is out for health reasons and students are taught by a substitute for an extended period of time, a letter will be sent home to all parents.

Schools will assist parents of participating NCLB 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.

The Data & Testing Coordinator meets with parents at Report Card Pickup dates to understand their child's test scores and their academic progress. Additionally, a qualified staff member is present at all Parent Meetings for further explanation if necessary. Finally, each year we hold a parent workshop regarding student academic progress.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

ACE Tech holds parent workshops each year for parents who want to improve their knowledge on subjects such as: Literacy Strategies, Technology use (especially software training), and English Language Learning. Reimbursement for car fare will be provided to parents who would like to attend.

Schools will educate all staff in the value and utility of contributions by parents and in how to reach out to, communicate and work with, parents as equal partners in the education of their children and in how to implement and coordinate parent programs and build ties with parents. Please describe how this will be accomplished.

ACE Tech holds a workshop each year during the staff development week at the beginning of the school year. Furthermore, teachers are expected to reach out on a regular basis to an assigned group of parents. Additionally, a standard part of the Tier I intervention process is parent phone calls and meetings.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

ACE Tech is a high school, so this activity is inappropriate. However, parents are invited to volunteer at school on a regular basis.

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

ACE Tech communicates reminders to parents via the OneCall system in both English and Spanish. Additionally, all flyers and mailings sent to parents are translated into Spanish. In the new school year, parents of ESL students will be invited to take part in the Bilingual Advisory Council to ensure that they have a stronger voice in the school.

Policy Implementation Activities

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

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

The school will coordinate the parent involvement programs identified in the CIWP.

The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

The School's Board of Directors approve and monitor the CIWP. Since we are a charter school, we do not operate under an LSC.

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.)

The Mission of ACE Technical Charter High School is to "provide for our students the highest levels of instruction and academic achievement combined with exemplary character development that will prepare them for postsecondary and apprenticeship education and sustained lifelong success."

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.

Regular parent-teacher conferences occur at each Report Card Pickup date. The anticipated dates for the coming school year are: 10/26/16, 1/11/17, 3/22/17, and 6/14/17

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

Parents have immediate access to student grades via their powerschool logins. Additionally, students are sent home each week with a progress report. Students who are on Academic Probation are expected to stay after school for additional study help, and parents receive a phone call stating that their child is in Academic need.

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

Staff is available four times a year at report card pickup, and by appointment when a parent needs to have a conversation with a teacher.

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

Parents are invited to volunteer at ACE in whatever capacity they choose. Additionally, parents who request to participate in their children's classes are welcome at any time.

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

Because we maintain regular contact with parents regarding student success, we ask students to ensure students attend school on time and complete their homework.

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

Parents consult on a regular basis at report card pickup four times a year.

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).

ACE Tech works to help students become self-sufficient and self-guided learners by providing them the tools to improve their grades, meet with teachers each week, and attend ACE Achievers after school.

Parent Budget

Complete

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

The Parent Involvement has four overarching goals: to provide parents an opportunity to make their voices heard in the school community, to provide support for technology literacy, to provide parenting support for student academic success, and to provide support for English Language Learners. All workshops planned for the 2016-2017 fall under one of these four areas.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement 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.	\$ 2000	.00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 500	.00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1000	.00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount	.00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount	.00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount	.00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount	.00
53510	Postage Must be used for parent involvement programs only.	\$ 500	.00
53306	Software Must be educational and for parent use only.	\$ Amount	.00
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 be used only by parents.	\$ Amount	.00