



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
05/27/2016	Eron, Laura, Tm, Kim, Leanna, Bryant	Overview
06/09/2016	Kim, Tim	
	Tim, Adam	
	Laura, Eron, Tim, Leanna	Strategies development
	Tim, Amy, Carol, Kim, Rhonda	Final Review

Leadership & Collective Responsibility:

Score

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

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"Professional learning systems for teachers are based on three approaches to learning: (1) Teachers engage with instructional leaders in targeted, differentiated 4-week coaching cycles based on the network-wide Best Practices Rubric. They develop these plans in conjunction with the Principal and teacher, and the Principal coaches the Instructional Leader at three different points in each coaching cycle to help set goals, determine effectiveness, and evaluate achievement. (2) Teachers engage in weekly PLCs, including a content PLC and a grade-level PLCs. These meetings are driven by teacher analysis of data, teacher-created action plans and teacher-identified learning. These meetings are facilitated by a mix of leaders and teachers. (3) Three different types of differentiated professional learning are offered to staff members each week. On Tuesdays, Culture Practice focuses on key issues for ADL School Culture. Specific teachers are required to attend based on previous observations and data, and other teachers are invited to attend based on proximal opportunity for growth. On Thursdays, Differentiated Best Practices Professional Learning targets key focus areas from the individualized coaching plans, but allows space for group learning. Topics for these sessions are determined based on coaching plans and recent feedback from the CEO and Director of Instruction and Curriculum. On Fridays, staff engages in whole school professional learning targeting shared growth around our strategic priorities for the year. By having teachers involved in creating their own growth plans and developing targeted learning towards those growth plans and our shared strategic priorities, we hope to increase our 5E rating on "Program Coherence" from a 53% to a 60% and maintain a 90% or higher rating on the 5E for "Quality Professional Development" .

College and career readiness is a major focus of the school. In the last few years, our 5E rating in "Expectations for Postsecondary Education" has declined from a high of 73% to 66% in SY15. We hope to increase this measure to 75% this year by: (1) implementing use of Naviance in our college support class to ensure students are making individualized plans for their own college success and the college counselor can have more frequent regular and meaningful interactions with students around their postsecondary goals (2) implementing a match rating system to ensure students are preparing for colleges best-equipped to graduate them and (3) developing a project-based learning model for classes as a part of our Intellectual Engagement Strategic Priority that creates explicit alignment for students between grade level academic learning and real-life meaningful applications.

Our current rating of "Strong" in "Involved Families" on the SQRP reflects our current practices of (1) weekly grade and behavior slips being sent home to families (2) clear access to school information systems provided and updated throughout the year (3) bi-weekly phone calls home from the students' advisor and (4) quarterly Parent Student Conferences with an average attendance rate of 89%. We hope to increase our rating from a 72% to an 80% this year by focusing on Parent Influence on Decision Making, which is currently at 54%, by implementing a school-wide Parent Advisory Committee."

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

Instructional Leadership Team:

Score

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

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"Perspectives' High School of Technology Instructional Leadership team is comprised of four content-based Instructional Leaders (Humanities, Electives, Math and Technology, and Science), our Dean of Specialized Services (specializing in Special Education) and principals. 90% of this groups' time is spent (1) providing weekly lesson plan feedback to all teachers (2) observing all teachers weekly (3) implementing differentiated 4-week coaching plans based on observation data, grade data, assessment data, and teacher reflection (4) analyzing and making actions plans for weekly Power Standard data, quarterly Quarterly Assessment Data, and bi-annual EPAS data and (5) creating and executing aligned professional development for teachers multiple times weekly. This team meets weekly to improve best practices. Weekly team meetings focus on (1) reviewing data together and analyzing feedback to teachers on re-teaching plans (2) norming observations together to create consistency around our best practice rubric (3) development and feedback to each other on coaching plans (4) development and feedback to each other on targeted coaching meetings (5) analysis and action planning around school-wide data. As a result of the Instructional Leadership team's work, ""Ambitious Instruction"" at the school has an overall rating of ""Strong"", with ""Math Instruction"" and ""Academic Press"" rated ""very strong"", ""English Instruction"" rated strong, and Quality of Student Discussion rated ""Weak"".

Right now, there is a disconnect between our perceived implementation of excellent instruction and the manifestation for students. Although our SY14 SQRP report card reflects a 64% growth percentile on EPAS, we know that our 14-15 juniors grew only 0.48 points on the ACT. To be successful, we must be providing strong instruction and seeing the results for students. Through changes in our coaching program (moving to the 4-week differentiated cycle) and increased rigor in instruction (shifting the Humanities curriculum, implementing Engage NY for math), we hope to move our junior growth to at least 2 points spring-to-spring and achieve 65% or higher on the growth percentile of SQRP."

Guide for Instructional Leadership Team

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

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ 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:

Score

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

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"At the beginning of each semester, the Leadership Team, including the Instructional Leadership Team, Culture Team, and Program Team create a semester long professional learning calendar aligned to our strategic priorities, logistical needs, and allowing for flex time as professional learning needs arise throughout the year. As a part of our review, we code each professional learning session for strategic priority alignment to ensure all strategic priorities are addressed throughout the year.

To prepare high quality professional development, we use the Leverage Leadership model for creating and implementing professional development, with a heavy focus on teacher reflection and analysis to derive conclusions and significant practice and feedback within each session.

As a result of this work, we received a score of 90 on "Quality Professional Development" on SY16 5E assessment, which ranked as "very strong."

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

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"School discretionary funding is very closely aligned to strategic priorities and is reviewed each year to ensure alignment to strategic priorities.

At the Perspectives Charter Network level, our department for External Affairs dedicates significant resources to identifying, pursuing, and winning grants to support the schools' work. Annually, they raise approximately two million dollars to support the schools' mission and priority projects."

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:

Score

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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.

"At Perspectives High School of Technology, we use network wide curriculum maps which assign standards and PowerStandards by quarter. Curriculum maps inconsistently provide recommended units based on the standards (Math maps provide recommended units; Humanities and Science do not).

In SY15, we spent significant time re-aligning curriculum to be aligned to grade-level recommendations of the Common Core. In Humanities, courses were re-structured with course themes to ensure comparative analysis opportunities and coverage of all six elements of Text Complexity recommendations from the Common Core. New novels were purchased to support these themes, as well as reviewed anthologies to support implementation of fiction and non-fiction texts. In math, implementation of Engage NY ensured rigorous application and mastery of Common Core standards. We expect to see the impact of this in SY16.

Although course curricula are modified for self-contained courses (self-contained courses focus on implementation of 60-70% of the grade level power standards to the same level of depth), curricula are not modified or differentiated within grade-level courses for students with disabilities (we do not currently have English Language Learners)."

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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

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"Most grade levels and contents have core instructional materials aligned with the standards. Math and Humanities courses have designed curricula with guiding and supplemental materials. In these grade levels, all teachers use the same materials with fidelity to ensure common implementation. Our Technology courses use Gmetrix as guided practice towards Adobe Certification, but must supplement this to ensure creative principles of design are mastered in addition to the more technical program skills.

Instructional materials vary more widely in Science and Electives courses. In these courses, teachers primarily rely on teachers' manuals and teachers' editions of texts to guide their work. Across grade levels, teachers use the same materials to support their work, but may not have as many supplemental materials readily available to them. "

Guide for Instructional Materials

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

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
 - Are selected and adapted based on learning objectives and learner needs.
 - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
 - Student outcomes and developmental appropriateness determine when and who will use the materials.
 - Materials are updated/upgraded in response to new information and understandings.
- **Equitably available and accessible to all teachers and students.**
 - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
 - Materials are in English and native language for English learners.
 - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
 - Students interact with instructional materials to engage all modalities in the learning process.
 - Technology is integral to students learning experiences.
 - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning**

and expression of knowledge.

- The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
- Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
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

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"Through use of organized school data systems, including SchoolZilla, an enhanced SIS (PowerSchool), and the network-wide use of Mastery Manager, all teachers and staff members have readily available classroom data and comparison data after assessments. Each of these are updated within a 24-hour period (at most), so 100% of data is available to teachers almost immediately for analysis and action-planning. In most core courses, a comprehensive set of assessment data is used for each student, including diagnostic data, multiple formative assessments, summative data, and re-teaching data. This is done to fidelity more frequently in core courses and in course for which we have identified an RTI-specific universal screener (Think Through Math for Math and Reading Plus for Humanities). Comprehensive data is used less consistently in other courses.

This year, through our Content Alignment strategic priority, we are emphasizing building more diverse and varied formative assessments, especially to match the more varied structured of the projected PARCC assessments. We have had two professional development sessions this year on developing varied formative assessments. However, most quarterly assessments still focus on primarily multiple choice methods of assessment (a writing component is also included for Humanities, and math has multiple select and short answer, but these are piloted and are not yet included in students' final assessment grade).

In addition, assessments are inconsistently modified and accommodated for diverse learners. Quarterly Assessments use the testing accommodations assigned for standards testing, since these assessments are design to match the PARCC and EPAS. Unit and formative assessments within the quarter are accommodated and modified more subject-specifically, but have been inconsistently monitored and reviewed by Instructional Leaders."

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	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

With the network wide "College for Certain" motto, preparation for college entrance and graduation is instilled and prepared for starting in freshmen year. Each year, students participate in at least two college tours to begin exposing them to different post-secondary opportunities. In addition, students do numerous projects in their A Disciplined Life class throughout their four years that focus on career and college exploration. In their junior year, every junior participates in a 5-day internship designed to expose them to real-life career opportunities and to give them experience with professionalism. As juniors and seniors, students experience CitiBank seminars and college prep seminars to prepare them for the college experience and college success. In total, students experiences are scaffolded upon each other to lead to college success.

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	Ambitious Instruction 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 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

"Most grade levels and contents have core instructional materials aligned with the standards. Math and Humanities courses have designed curricula with guiding and supplemental materials. In these grade levels, all teachers use the same materials with fidelity to ensure common implementation. Our Technology courses use Gmetrix as guided practice towards Adobe Certification, but must supplement this to ensure creative principles of design are mastered in addition to the more technical program skills.

Instructional materials vary more widely in Science and Electives courses. In these courses, teachers primarily rely on teachers' manuals and teachers' editions of texts to guide their work. Across grade levels, teachers use the same materials to support their work, but may not have as many supplemental materials readily available to them. "

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"> ✓ SGRP 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

"Each fall, 100% of students are assessed using a universal screener for Math and Reading. Both of these diagnostics include several structured levels of diagnostic: the universal screener leads to a secondary screener which provides further data about students' ability in the subject area. The initial diagnostic is conducted in classrooms by the classroom teacher and the secondary diagnostic is conducted by the Instructional Leader in the content area.

Once students are identified, there are only a few structured options for intervention. For Reading, we use Phonics (Really Great Reading) to provide intervention. Within Phonics, there are two structured courses for two different levels of support which provide different amounts of support for students. In math, students are placed in Math Intervention, which includes some teacher-led instruction and Think Through Math, a tested, individualized intervention.

Students are enrolled in the intervention for a semester, and re-assessed at the end of the semester to ensure that they have gained grade level mastery. If not, they are re-enrolled for another semester to continue in the intervention."

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

"Through use of organized school data systems, including SchoolZilla, an enhanced SIS (PowerSchool), and the network-wide use of Mastery Manager, all teachers and staff members have readily available classroom data and comparison data after assessments. Each of these are updated within a 24-hour period (at most), so 100% of data is available to teachers almost immediately for analysis and action-planning. In most core courses, a comprehensive set of assessment data is used for each student, including diagnostic data, multiple formative assessments, summative data, and re-teaching data. This is done to fidelity more frequently in core courses and in course for which we have identified an RTI-specific universal screener (Think Through Math for Math and Reading Plus for Humanities). Comprehensive data is used less consistently in other courses.

This year, through our Content Alignment strategic priority, we are emphasizing building more diverse and varied formative assessments, especially to match the more varied structured of the projected PARCC assessments. We have had two professional development sessions this year on developing varied formative assessments. However, most quarterly assessments still focus on primarily multiple choice methods of assessment (a writing component is also included for Humanities, and math has multiple select and short answer, but these are piloted and are not yet included in students' final assessment grade).

In addition, assessments are inconsistently modified and accommodated for diverse learners. Quarterly Assessments use the testing accommodations assigned for standards testing, since these assessments are design to match the PARCC and EPAS. Unit and formative assessments within the quarter are accommodated and modified more subject-specifically, but have been inconsistently monitored and reviewed by Instructional Leaders."

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

"As a part of the Perspectives Charter School network, ""College for Certain"" is a part of our mission - we intend for 100% of our graduates to attend college. Currently, implementing this vision effectively is an area in which we have room to grow. In the ""Expectations for Postsecondary Education"" portion of the 5E, we scores a 66% in SY15. Although this rates us as strong, this is the lowest score we have seen in four years of measurement on the 5E and does not reflect our overall school mission of ""College for Certain"". In addition, SQRP measures indicate that this is a focus area: in SY14, SQRP reported that 62% of our graduates enrolled in college, which earned 3 points, and that 50.8% of our 1-year alumni were persisting in college, awarding us 1 point. These represent some of our weakest scores on SQRP SY14. Although we believe some of the error is due to reporting (and we have since adopted Naviance to try to rectify this), some is also indicative of needing to strengthen our college-going program.

This year, we are working to do that through (1) strengthening our A Disciplined Life (ADL) class structure for seniors, where seniors complete most of their college preparation (2) introducing a match-school curriculum for seniors that emphasizes fit and (3) implementing Naviance as a SIS to strengthen our follow-up process with students and allow students to more closely monitor and individualize their progress towards college enrollment and graduation. We are strengthening our ADL class by having our college counselor teach one of the classes and own course planning. The match-school curriculum was piloted last year and is being fully implemented this year. It is a series of lessons that help students identify their own interest in schools, research schools, and use a quantitative and qualitative criteria to identify schools at which they are most likely to succeed. In addition, a measure this year for the college counselor's success is the number of students applying to, and selecting, match schools based Barron's Selectivity Index. Finally, we are using Naviance as both a tool and data-recording system for students. Students are journaling weekly in Naviance so that the college counselor is more easily able to identify concerns and areas of needs and plan systematic interventions for students."

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

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.

1 2 3 4

"Each student is placed in an A Disciplined Life class, which daily serves as their ""home base"" for social emotional learning and support. The curriculum in A Disciplined Life class explicitly teaches students how to demonstrate perseverance, demonstrate a strong work ethic, and communicate effectively. These skills form the basis of re-direction across the school so that students and staff have a common framework for talking about the shared ethics of the school and students. In addition, students' A Disciplined Life Teacher becomes students' advocate within the school and conferences with students weekly around their goals.

Students with disabilities are integrated into the general education population for at least 135 minutes every day, through lunch, their selected elective course, and their A Disciplined Life class. This ensures a meaningful community for all. "

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

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

Multiple opportunities for family engagement occur throughout the year. Families are frequently invited to events within the school day that support students, including quarterly Honor Roll Assemblies and in-school student performances. In addition, parents are also invited to student work expos, including the annual Technology Expo. Family fun nights occur throughout the school year and include events for parent learning, student engagement, and opportunities for younger siblings to have fun within the school community. Parent nights occur monthly and balance fun and education to engage parents with the community. To improve this year, we are beginning a parent committee to include more meaningful opportunities for parent engagement, influence, and decision-making within the school. With this, we hope to improve our 5E score on "Parent Influence and Decision-Making" from a 54% to a 70% or higher.

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

"The school has a common, school-wide system for discipline that is codified in a discipline handbook and through a common, structured discipline system using merits, demerits, detentions, and behavioral rewards for students to recognize positive behaviors like attendance, on-time, on-track, detentions served, and merits received. Two grade level deans and a classroom culture dean work to train teachers at the beginning of the year in the discipline code and in management strategies (especially those from Teach Like a Champion) to minimize disruptive behaviors, support students and teachers throughout the year, and monitor implementation of the discipline handbook through regular data review.

Two challenges need to be addressed to move school culture to a 4. First, on the SY15 5E survey, students were split on safety inside the school building versus outside the school building. Over 85% of students reported feeling safe at all locations within the school building, but only 56% reported feeling safe outside the school building. To grow, we need to ensure that the impact of work with students and implementation of the behavior code results in all students feeling safe within the school building and more students feeling safe outside the school building. In addition, our balance between positive reinforcement and negative reinforcement at the schoolwide level is off. Although negative feedback through detentions and other interventions happens weekly through systemic structures, positive reinforcement is less predictable and systematic for students. "

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **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.
Measures	✓ School Climate Standards Rubric/Assessment
	✓ Five Essentials – Supportive Environment 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

"Each fall, 100% of students are assessed using a universal screener for Math and Reading. Both of these diagnostics include several structured levels of diagnostic: the universal screener leads to a secondary screener which provides further data about students' ability in the subject area. The initial diagnostic is conducted in classrooms by the classroom teacher and the secondary diagnostic is conducted by the Instructional Leader in the content area.

Once students are identified, there are only a few structured options for intervention. For Reading, we use Phonics (Really Great Reading) to provide intervention. Within Phonics, there are two structured courses for two different levels of support which provide different amounts of support for students. In math, students are placed in Math Intervention, which includes some teacher-led instruction and Think Through Math, a tested, individualized intervention.

Students are enrolled in the intervention for a semester, and re-assessed at the end of the semester to ensure that they have gained grade level mastery. If not, they are re-enrolled for another semester to continue in the intervention."

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:

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.

Score

1 2 3 4

Multiple opportunities for family engagement occur throughout the year. Families are frequently invited to events within the school day that support students, including quarterly Honor Roll Assemblies and in-school student performances. In addition, parents are also invited to student work expos, including the annual Technology Expo. Family fun nights occur throughout the school year and include events for parent learning, student engagement, and opportunities for younger siblings to have fun within the school community. Parent nights occur monthly and balance fun and education to engage parents with the community. To improve this year, we are beginning a parent committee to include more meaningful opportunities for parent engagement, influence, and decision-making within the school. With this, we hope to improve our 5E score on "Parent Influence and Decision-Making" from a 54% to a 70% or higher.

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
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
	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 0= Not of focus

2	Culture of & Structure for Continuous Improvement: Aligned Resources	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 Student Learning: Instructional Materials	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: Parent Partnership	1	2	3	4	5	⊘
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1	2	3	4	5	⊘
3	Culture of & Structure for Continuous Improvement: Professional Learning	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Curriculum	1	2	3	4	5	⊘
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Relational Trust	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊘
3	Expectations for Quality & Character of School Life: Safety & Order	1	2	3	4	5	⊘

Goals

Required metrics (Highschool)

6 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	64.00	(Blank)	(Blank)	(Blank)
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	64.00	(Blank)	(Blank)	(Blank)

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

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

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

(Blank)	43.00	(Blank)	(Blank)	(Blank)
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National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

(Blank)	19.00	(Blank)	(Blank)	(Blank)
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Freshmen On-Track Rate

FOT is the leading predictor of high school drop out and graduation rates, as students On-Track after their Freshman year are four times more likely to graduate than those that aren't. By focusing on improving student performance and attendance during the transition between 8th and 9th grade we will help establish powerful classroom habits that will lead to successful HS outcomes. 90% is a realistic benchmark that will also earn us a 5 on SQRP, leading to our Level 1 achievement goal.	87.10	86.40	90.00	93.00
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4-Year Cohort Graduation Rate

Retaining Freshmen through graduation will ensure students leave high school prepared to live a disciplined life and more successful in college. We've run models and are confident that 75% is possible based on the number of students currently still in school that started with us as Freshmen.	66.20	67.90	75.00	80.00
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1-Year Dropout Rate

PCS understands that retaining students year to year is our best chance for our students to graduate from HS and college. We believe every student can achieve and drop out rates are a measure of this belief. In general, our drop out rates have decreased over the past years. Next year, 5% is an obtainable benchmark that will help achieve a higher SQRP score at the same time.	6.00	6.50	5.00	3.00
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College Enrollment Rate

Research shows students that graduate from college live longer, have better access to health care, and earn twice as much over a their lifetime than those with only a high school diploma. The first step in this process is getting students to enroll. Our strategies around college match and sending students to schools more likely to graduate them will likely increase our enrollment %.	62.00	57.70	65.00	70.00
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College Persistence Rate

Research shows students that graduate from college live longer, have better access to health care, and earn twice as much over a their lifetime than those with only a high school diploma. The second step in this process is getting students to persist. Our strategies around college match and sending students to schools more likely to graduate them will likely increase our persistence %.	50.80	59.60	70.00	75.00
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Average Daily Attendance Rate

Making school a meaning priority for us, especially in the AG neighborhood has always been a KPI for us. We've achieved 95% attendance before, so know this is a obtainable goal. Our second semester interventions this passed year showed great success;so we are excited to see what impact these interventions have when implemented for a full year.	93.50	94.70	95.00	96.00
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Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Rigorous curriculum implementation of Eureka Math and Engage NY in grades 9-12 in order to ensure common core alignment, assessment alignment, and provide teachers with resources and professional learning.

-increased rigor and quality of instruction in the classroom
-increased student ability to engage with and master rigorous content/task

Improved student performance on the SAT and increased teacher retention.

Tags:

Professional Learning, Aligned resources, Approaches to teaching and learning, Academic rigor, Literacy curriculum, Aligned assessments, Common core alignment, Math framework, Academic support, Academic targets, Academic achievement

Area(s) of focus:

2, 3, 4

Action step ⓘ

Responsible ⓘ

Timeframe ⓘ

Evidence for status ⓘ

Status

Complete Content MAPS + Curriculum Pacing Guides

Director of Curriculum and Instruction + Instructional Leaders, Principals

Jun 6, 2016 to Jul 20, 2016

Work started in December and is progressing according to the timeline with regular check in points and feedback cycles.

On-Track

Assessment, Rigor, Curriculum mapping

Curriculum Think-Tanks as Professional Learning Communities for Teachers to Learn and Collaboratively plan from the curriculum (Monthly)

Director of Curriculum and Instruction + Instructional Leaders, Principals

Aug 8, 2016 to Aug 10, 2016

Work started in March and is progressing according to the timeline with regular check in points and feedback cycles.

On-Track

Curriculum Design, Professional Learning, Instructional practices, Professional learning community

IL Academy: Curriculum + Content Map Training, Planning and Practice

Director of Curriculum and Instruction + Instructional Leaders, Principals

Jul 25, 2016 to Jul 28, 2016

Work started in March and is progressing according to the timeline with regular check in points and feedback cycles.

On-Track

Professional Learning, Professional learning community

Content + Instruction PLC PL Implementation + Feedback + Refining

Director of Curriculum and Instruction + Instructional Leaders, Principals

Aug 15, 2016 to Jun 16, 2017

Work started in May and is progressing according to the timeline with regular check in points and feedback cycles.

On-Track

Curriculum Design, Professional Learning, Professional learning community

Strategy 2

If we do...

...then we see...

...which leads to...

Implement network level Content Literacy Initiative with professional learning and

-Students growth via reading assessments and monitoring

Improved student performance on the SAT and increased teacher retention.

accountability.

-Students able to independently engage with more complex texts
-Teachers guiding and using effective literacy practices in all classrooms

Tags:

Literacy curriculum, Literacy professional, Literacy curriculum resources, Literacy framework

Area(s) of focus:

2, 3, 4

Action step	Responsible	Timeframe	Evidence for status	Status
PLC Literacy Professional Training for Principals and Instructional Leaders.	Director of Curriculum and Instruction + Instructional Leaders, Principals	Aug 8, 2016 to Jun 9, 2017	Work started in May and is progressing according to the timeline with regular check in points and feedback cycles.	On-Track

Professional Learning, Literacy curriculum resources, Literacy framework

PLC Literacy Professional Training for Teachers	Director of Curriculum and Instruction + Instructional Leaders, Principals	Aug 8, 2016 to Jun 9, 2017	Work started in May and is progressing according to the timeline with regular check in points and feedback cycles.	On-Track
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Professional Learning, Literacy curriculum, Literacy curriculum resources

PLC Literacy Workshops Implementation + Feedback + Refining	Director of Curriculum and Instruction + Instructional Leaders, Principals	Aug 8, 2016 to Jun 9, 2017	Work started in May and is progressing according to the timeline with regular check in points and feedback cycles.	On-Track
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Strategy 3

If we do...

are guided by research that shows that GPA is a better predictor of college success than assessments and conduct regular performance management sessions with our grade level and instructional teams around failure rates and GPA

...then we see...

a dramatic improvement in students remaining in school through graduation and an increase in college readiness and access

...which leads to...

higher enrollment and persistence rates in college.

Tags:

Freshman on-track, Grades, College, 4-year graduation rate

Area(s) of focus:

3, 4

Action step	Responsible	Timeframe	Evidence for status	Status
Schedule and run PL around the importance of grades and college	Director of Data and Accountability	Aug 17, 2016 to Sep 30, 2016	While work has started with our FOT push, we are looking to expand this philosophy to other grade levels, specifically our college counselors. If we see higher web traffic on our grades dashboard and more frequent meetings around grades we will know these teams bought into the research.	On-Track

Freshman on-track, Grades

Conduct quarterly PM on grades and track resulting intervention strategies

Director of Data and Accountability and Chief Education Officer

Aug 17, 2016 to Jan 6, 2017

Interventions have high fidelity % and at least moderate impact on grade outcomes.

On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✚ Complete Content MAPS + Curriculum Pacing Guides</p> <p>Tags: Professional Learning, Aligned resources, Approaches to teaching and learning, Academic rigor, Literacy curriculum, Aligned assessments, Common core alignment, Math framework, Academic support, Academic targets, Academic achievement, Assessment, Rigor, Curriculum mapping</p>	Director of Curriculum and Instruction + Instructional Leaders, Principals	Jun 6, 2016	Jul 20, 2016	On-Track
<p>✚ Curriculum Think-Tanks as Professional Learning Communities for Teachers to Learn and Collaboratively plan from the curriculum (Monthly)</p> <p>Tags: Professional Learning, Aligned resources, Approaches to teaching and learning, Academic rigor, Literacy curriculum, Aligned assessments, Common core alignment, Math framework, Academic support, Academic targets, Academic achievement, Curriculum Design, Professional Learning, Instructional practices, Professional learning community</p>	Director of Curriculum and Instruction + Instructional Leaders, Principals	Aug 8, 2016	Aug 10, 2016	On-Track
<p>✚ IL Academy: Curriculum + Content Map Training, Planning and Practice</p> <p>Tags: Professional Learning, Aligned resources, Approaches to teaching and learning, Academic rigor, Literacy curriculum, Aligned assessments, Common core alignment, Math framework, Academic support, Academic targets, Academic achievement, Professional Learning, Professional learning community</p>	Director of Curriculum and Instruction + Instructional Leaders, Principals	Jul 25, 2016	Jul 28, 2016	On-Track
<p>✚ Content + Instruction PLC PL Implementation + Feedback + Refining</p> <p>Tags: Professional Learning, Aligned resources, Approaches to teaching and learning, Academic rigor, Literacy curriculum, Aligned assessments, Common core alignment, Math framework, Academic support, Academic targets, Academic achievement, Curriculum Design, Professional Learning, Professional learning community</p>	Director of Curriculum and Instruction + Instructional Leaders, Principals	Aug 15, 2016	Jun 16, 2017	On-Track
<p>✚ PLC Literacy Professional Training for Principals and Instructional Leaders.</p> <p>Tags: Literacy curriculum, Literacy professional, Literacy curriculum resources, Literacy framework, Professional Learning, Literacy curriculum resources, Literacy framework</p>	Director of Curriculum and Instruction + Instructional Leaders, Principals	Aug 8, 2016	Jun 9, 2017	On-Track
<p>✚ PLC Literacy Professional Training for Teachers</p> <p>Tags: Literacy curriculum, Literacy professional, Literacy curriculum resources, Literacy framework, Professional Learning, Literacy curriculum, Literacy curriculum resources</p>	Director of Curriculum and Instruction + Instructional Leaders, Principals	Aug 8, 2016	Jun 9, 2017	On-Track
<p>✚ PLC Literacy Workshops Implementation + Feedback + Refining</p> <p>Tags: Literacy curriculum, Literacy professional, Literacy curriculum resources, Literacy framework</p>	Director of Curriculum and Instruction + Instructional Leaders, Principals	Aug 8, 2016	Jun 9, 2017	On-Track
<p>✚ Schedule and run PL around the importance of grades and college</p> <p>Tags: Freshman on-track, Grades, College, 4-year graduation rate, Freshman on-track, Grades</p>	Director of Data and Accountability	Aug 17, 2016	Sep 30, 2016	On-Track
<p>✚ Conduct quarterly PM on grades and track resulting intervention strategies</p> <p>Tags: Freshman on-track, Grades, College, 4-year graduation rate</p>	Director of Data and Accountability and Chief Education Officer	Aug 17, 2016	Jan 6, 2017	On-Track

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.

The school holds an annual Title I Parent Meeting at which information is provided regarding the Title I Program, schools goals and improvement. During this meeting, parent's rights and role in shaping the school's Title I Plan is explained followed by a discussion and Q&A.

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

During registration and at the annual Title I Parent Meeting, the school's Staff-Parent-Student agreement is presented which sets out the commitments each party makes to support student development and assist so the student achieves maximum results and success. All parents are required to acknowledge and sign this agreement. The school also presents opportunities for parents to be involved through the Parent Committee, volunteering for field studies or special events, and helping to plan school and parent events.

Other parent events are held throughout the year at Parent Academies during which topics such as testing and assessment, opportunities for supplemental education, and Summer School options are discussed. A parent calendar and newsletters (including a Community newsletter distributed twice a year) are used to keep parents aware and encourage participation in school events.

The annual Title I Parent Meeting is tentatively schedule for late September 2015.

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.

The school requires parents to attend a minimum of three teacher-parent conferences as well as one A Disciplined Life parent session during the school year. Workshops and assistance is provided to parent to aid parents in understanding topics such the SCOS (standard course of study), EOG's and benchmarks.

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.

"The school uses Q&A sessions and meeting evaluations from parent meetings to collect and respond to parent feedback. In addition, during mandatory parent teacher conferences, parents are provided the opportunity to discuss and have input regarding their child's education and progress. Resources are also made available to parents about supplemental educational opportunities such as tutoring, after-school activities, etc.
"

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.

Reports of student performance are provided to parents at least four times per year. There are three mandatory Parent Teacher conferences, which are scheduled before the first day of school and at the end of the 1st and 3rd quarters, which facilitate open communication between parents, teachers and students regarding expectations and student progress. Parents are also required to pick up the student's report cards on designated dates (or within one week of the scheduled date).

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.

Parents are sent letters notify parents if this situation occurs and parents are given the opportunity to meet with the school regarding the situation. Since charters are required by law to have highly qualified teachers, this would be a rare event.

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.

"Parents are informed and educated about the state's academic requirements and achievement standards throughout the parent meetings described in #1-4 above as well as during parent-teacher conferences (including a conference prior to the start of the school year). The school also encourages and invites parents to one on one sessions about student assessments and achievement, teacher qualifications and other important topics.
"

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.

At parent A Disciplined Life sessions, the school's curriculum based on its 26 Principles and the focus on social emotional well-being along with academic achievement is discussed and strategies for how parents can model behaviors and help create a supportive educational environment are presented. Access to school computers and training on how to use the Parent Portal of the student information system is also provided in Parent Academies and other meetings.

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.

All staff are trained and well versed in Perspectives commitment to parents as outlined in the Staff-Student-Parent Agreement. Staff's commitment is to return all calls from parents within two school days, requires notification to parents before any failing grade is finalized, posting of all grades WEEKLY in the student information system, and requires staff communicate clearly and opening with students and families. In addition, in this agreement, parents are encouraged to communicate with staff via phone, notes, email and frequent visits to the school. The school's Parent Involvement program manager coordinates parent meetings and volunteers and works with school based personnel to involve them in communicating and working with parents. School newsletters involve the participation of a variety of staff and provides an opportunity to let parents know about staff. In addition, the school has invested in technology tools which enables all contact with parents (ie., phone calls, meetings) to be tracked and shared across constituents to ensure all are informed regarding student education and parent concerns and involvement.

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.

The school educates children in grades 6 through 12 so coordination and integration with these programs is not applicable. The school does however provide other support and resources age appropriate for its parents. In recognition that 90% of our students are first generation to attend college, the school provides resources and training (including access to computers at the school) so that all financial aid, scholarship and college applications can be completed at school. Parents are also provided access (including use of computers at the school) to the Naviance Career and College Readiness Platform so they can participate and be involved in their child's college goals and track college readiness progress.

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.

"The school uses newsletters, its web site and its student information system to provide parents with regular and timely information on school activities. Each parent can find on the Parent Portal of the student information system the school bulletins, homework and event calendars, student grades and attendance, and teacher comments.
"

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)

As we are a charter, an LSC is not applicable.

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.)

We educate for college and prepare for life through the A Disciplined Life Education Model-combining rigorous college preparatory curriculum and character education based on 26 principles, divided into the categories of Self-Perception, Relationships and Productivity. Students excel through personalized learning and an extended school day. The city of Chicago is used as a classroom as students are taken on monthly field study trips. All H.S. juniors experience a five week professional internship. Students can access for free nearly 100 after-school activities as well as 50 athletic teams and clubs. Students attend multiple college tours from 6th through 12th grade and every student is required to apply to at least 5 colleges and 10 scholarships."

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.

"Parents are required to attend at least 3 parent-teacher conferences each school year. Conference days are scheduled in advance and are included in the school and parent calendar. Opportunities are provided for parents to attend at various times of day and if needed, an at home option is provided.
"

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

"The school uses assessments as a key role in gauging students' strengths and weaknesses as well as revealing teacher or program effectiveness. The schools uses several formal assessment mechanisms for assessing student learning including all state mandated tests (ISAT or PSAE), nationally recognized norm-referenced tests (NWEA's MAP), any local district assessments (eg. Explore and Plan), network developed specialized assessments for all core academic areas (eg. mastery quizzes) as well as day to day assesments in specific content or skills (eg. pre-assessments, quizzes, unit tests). Parents receive copies of all state mandated tests via mail with discussion of the results as well as results of other assessments during parent teacher conferences. Parents also access the Parent Portal of the student information system to see grades, attendance and teacher comments.
"

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

"Parents can formally access staff during parent teacher conferences as well as at other parent meetings. In addition, parents are encouraged to have one on one meetings with staff either at school or if needed, at home meetings. The school also holds many other events and activities such as community barbecues, a Feast of Thanks, and other on school activities to allow parents opportunities to interact with staff and break down barriers to communication.
"

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.

"As part of the Staff-Student-Parent Agreement, parents are requested to volunteer a minimum of ten hours of time during the school year and to participate in at least two non-mandated school events (eg. Parent Council, Field Studies, Student Work Expo, Feast of Thanks, etc.). Parents are encouraged to make frequent visits to the school.
"

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

Parents/Guardians are required, in the Staff-Student-Parent Agreement , to commit to (i) reviewing the student's homework each night and to check on weekly progress through the Parent Portal of the student information system, (ii) to schedule time and space for the student's reading and physical fitness each week, (iii) to support Perspectives Discipline Code and A Disciplined Life principles, (iv) agrees to extended, supplemental time at school for academic support for student's failing, and (v) sending their student to school on time and prepared and acknowledges the importance of Field Studies and other trips to educate and promote academic success.

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 with the school in a variety of ways including at three mandated parent-teacher conferences, at least one A Discipline Life parent session and responding within two days to any request for contact/meeting from school staff or administrators. Parents also consult with the school regarding student demerits, suspensions or other discipline matters, including the students failure to lead A Discipline Life.

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

Students, along with parents and school staff, make a commitment to follow the 26 principles of A Disciplined Life which are centered around Self Perception, Relationships and Productivity. The student is expected and required to be responsible and a partner in their education. Students also commit in the Staff-Student-Parent Agreement to actively participate in learning opportunities, challenge themselves intellectually, to read a least 30 minutes a day, and participate in at least 2 after school clubs each year. In addition, students are required to attend all parent teacher conferences.

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.

At Tech, parents will feel supported and involved in their child's academic progress. Through open communication and consistent contact with teachers and staff, parents will always keep a pulse on their student's achievement.

Goals:

1. Parents will receive a weekly print out of their students academic progress
2. Parents will receive a weekly phone call for students not meeting academic goals
3. Parents will receive a bi-weekly email blast updating them on Tech academic events and upcoming important dates

Training:

1. Parents will receive a training on how to access their students Powerschool to keep records of their academic progress
2. Parents will receive training at Parent Meeting on how to create a scholastic environment at home during Q1
3. Parents will receive information and support for students test taking skills and the importance of state testing.

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.	\$ 800 .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.	\$ 317 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 789 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00

54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	<table border="1"> <tr> <td>\$</td> <td>0</td> <td>.00</td> </tr> </table>	\$	0	.00
\$	0	.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.	<table border="1"> <tr> <td>\$</td> <td>0</td> <td>.00</td> </tr> </table>	\$	0	.00
\$	0	.00			
53510	Postage Must be used for parent involvement programs only.	<table border="1"> <tr> <td>\$</td> <td>706</td> <td>.00</td> </tr> </table>	\$	706	.00
\$	706	.00			
53306	Software Must be educational and for parent use only.	<table border="1"> <tr> <td>\$</td> <td>250</td> <td>.00</td> </tr> </table>	\$	250	.00
\$	250	.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.	<table border="1"> <tr> <td>\$</td> <td>300</td> <td>.00</td> </tr> </table>	\$	300	.00
\$	300	.00			