Chicago Technology Academy High School (/school-plans/506) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
11/19/2016	All Team Members	Strategic Planning

School Excellence Framework

Culture of & Structure for Continuous Improvement   4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 **2** 3 4

> While individual focus area goals are clearer than previous years, a cohesive vision for the school is still lacking. While the school has a clear pedagogical approach (PBL) shared by the staff, the ideal vision of a ChiTech graduate is not clearly defined. In addition, our literature and branding sometimes are inconsistent and may highlight areas which the staff may not feel completely connected to. ChiTech promotes a vision that everyone is responsible for student success however collective responsibility within the entire staff is still inconsistent. We capitalize on the leadership skills of some adults in the building by having time during zero period and PD days to lead sessions, facilitate protocols and share their genius. 5 Essentials data show that we have collaborative staff and practices, however our collective responsibility and school committment continue to fall below the very strong threshold.

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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)
	✓ Five Essentials – Program Coherence
Measures	✓ 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:

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

Score

1 **2** 3 4

The ILT focuses less on continuous improvement cycles and more on a split between short-term initiatives and long-term goals. The ILT is involved in regular analysis of specific practices, protocols, and school-wide policies and procedures to ensure these are working. A willingness to question the effectiveness of programs, initiatives, and strategies is clearly evident, but in the past, data has been used poorly to assess these levels of success or failure. ILT meetings often feel reactive with a short-term focus, rather than strategic planning for the school. 5 Essentials data does point to some strong items. Despite the overall neutral rating for instructional leadership, strides in clarity of goals and expectations are evident in the survey responses.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1 2 3 **4**

Dedicated "zero period" time allows teachers to collaborate on a regular basis and to follow up on ongoing initiatives within the school. Prep periods also align with content areas for additional support. There is a New Teacher PD time at the beginning of every year for new staff members. Currently, collaborative practices scored a 99 on 5 Essentials. Efforts are made to also reflect on the value of these professional learning opportunities, and a willingness to adapt schedules to make the learning more meaningful and more impactful. Teacher led initiatives, including peer coaching and grade-level collaborations, have become the norm and standard expectations for staff, however observations and follow up conversations have inconsistent implementation. In addition, the entire staff creates a Professional Learning Plan and has time throughout the year to update their professional goals, culminating in a Presentation of Learning at the end of the school year.

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	✓ 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	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
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	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1   2   3   **4**

Staffing is a clear priority in the school; the inclusion of student voice (through structured feedback and demo lessons) and staff input, makes certain that staffing is aligned to larger school goals and not based on surface level assessments of candidates. Partner organizations are utilized in a way that is aligned to school priorities. ChiTech implemented a block schedule to provide time each day for meaningful project creation and the school prioritized collaboration and communication amongst the entire staff during the creation of a zero period. Our Real World Learning Program focuses on how these organizations can be utilized in our projects to make learning more authentic for students and expose them to the type of work that is done beyond high school so that they can make connections with current curricular content. Dedicated staffing resources have been allocated for the specific purpose of providing our students with these opportunities. In addition, the school actively seeks out corporate partners for funding and and volunteer resources. Funds are directly used for identified needs (curriculum support, real-world learning, clubs, student programs, etc).

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

Curriculum:

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

Score

1   2   **3**   4

We build our curriculum collaboratively with departments and grade level teams to ensure vertical and standards alignment. Additionaly, teachers are trained in choosing appropriate grade level texts and integrating opportunities for all learners to demonstrate core knowledge. Our success is evidenced by a "strong" rating in Ambitious Instruction on 5 Essentials as well as a 99 rating on Quality Professional Development. We also have adopted a co-teaching model to meet the needs of our diverse learners. Teachers are encouraged and have resources to connect with real world learning opportunities and field based learning. Plans are critiqued by Teachers as Designers to ensure they are standards based and the assessment aligns with outlined essential knowledge and skills. On 5 Essentials, Collaborative Practices received a score of 99 as it is essential to our teachers' growth and student success. Students can opt in to honor's classes in which they will be provided challenge options to deepen their understanding with high expectations of mastery. Projects allow students to make meaning of their learning authentically through voice and choice and authentic audiences.

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=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTIxYTgz), 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	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

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

Score

1   2   3   **4**

Departments are given freedom to work within a budget set for the year. Teachers have the ability to purchase materials that are essential and ideal for their projects in a timely manner, which makes the content hands-on and engaging. 5 Essentials indicate the 100% of teachers have some influence or a great deal of influence over determining instructional materials and establishing the instructional program. Instructional materials are flexible, particularly because our project based learning model means that we think backwards from the end goals of the project itself and then adapt the materials to those learning targets for the project. Teachers continuously assess projects for authenticity and cultural relevance, asking students to view the content through the eyes of an expert, using the tools of an expert, all while relating the material to their own experiences. Projects assess standards using multiple modalities of learning through varied instructional and assessment materials including technology. All students have access to computers in every class and technology is often embedded within the instruction through the use of web apps, content specific software, and digital academic management tools such as Google Classroom. Digital communication tools are the norm for students. As a result, 90% agree or strongly agree that teachers work hard to make sure all students are learning.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

> Students regularly engage in critique, revision, and the creation of multiple drafts to improve the quality of their work. 'Critique' has become a part of the language and culture of students at ChiTech and students know they will be assessed on the improvement of their work and not on task completion. Students also regularly share their work with the school community at Exhibitions, and in some cases, work with experts from various fields to make their projects more authentic and engaging. The school encourages teachers to analyze student work samples using protocols, but the implementation is inconsistent. There is a school-wide effort on the creation of high-quality student work, complexity, authenticity and craftsmanship, however we continue to struggle on the development and creation of complex student work. In addition, our school-wide effort on literacy has pushed teachers to include literacy in project plans, however the choice of text and task continue to be at a low level.

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)). 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	✓	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

1   2   **3**   4

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

We have a College Going Culture action group that facilitates a four year sequence to ensure school wide future orientation which received a strong rating on 5 Essentials. Starting before students even enter high school, we have an intensive two-week long freshman orientation to give students exposure to PBL and to become more comfortable with the high school environment. Throughout freshman year, the freshman team analyzes data related to freshman on track rates on a weekly basis and plans for student success. They have multiple intervention strategies including scholar hour. During advisory, freshman gain awareness of career and educational pathways and begin goal setting for their futures. Sophomore year students begin researching colleges based on selectivity and major. The sophomore team continues to track students and intervene as necessary. The summer before junior year, some students enroll in Dual Enrollment and others begin their junior year so 31% of the class of 2017 will graduate with a Early College and Career Credential. with a positive trend for the next graduating class. Junior students begin writing personal statements assembling application portfolios with the support of 2 academic counselors and the eleventh grade team. Seniors are heavily supported throughout the college application process with supports for both two-year and four-year bound students. During their senior year, all students complete a month-long internship in an industry of their choice which allows them to investigate possible career pathways and apply soft-skills into a real world learning experience. These programs are part of a cohesive message to staff that college graduation is an expectation for our students. All four years, 100% of students will visit at least one college campus. On 5 Essentials, we received a 70 on school wide future orientation. We also have 15.6% growth rate on high school graduation rate and a 100% FAFSA completion goal.

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	✓ 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	✓ 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

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

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> Teachers in our building engage students in learning. They incorporate student voice, choice, and relevant topics for students to engage with on a daily basis. Teachers vary their methods of instruction from teacher-directed, self-directed, group work, partner work, and small group instruction. Teachers modify work to ensure every student can access information and still be challenged. However, we still fall short on SQRP for attainment and growth and ambitious instruction on the Five essentials. To assist with increasing ambitious instruction and attainment and growth, as a school, we are focused on finding better ways to use questioning and discussion to deepen student learning as well as meaningful and purposeful formative and summative assessments. Having added a section to project plans requiring detailed assessment of students will help faculty and leadership determine appropriate metrics beyond standardized tests to assess student learning.

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	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

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.

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Students' progress is closely monitored each week on the MTSS spreadsheet including attendance, GPA, credits, grades, behavior and freshmen on track. ChiTech has instituted weekly grade level meetings to review and analyze MTSS data and design individual interventions for students. There is a formal plan for communicating with parents and faculty track parent communication directly tied to MTSS goals. Faculty have launched office hours, 9th grade scholar hours and a resource hour for diverse learners to help enhance student performance. While we have made great strides with Tier I interventions, however we are continuing to look at Tier II and Tier III supports that can support small groups and individual student by adjusting plans over longer periods of time.

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 ✓ Evidence of On Track monitoring and supports
Measures	✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	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 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	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.

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> The ChiTech community is focused on data-driven conversations around content standards and the need for improvement. Efforts to improve balanced assessment and grading have taken place including adding a section to project plans and project timelines for detailed student assessment. A portion of weekly whole staff professional development is devoted to focusing on strategies to improve teacher assessment practices for students. As a school there is a strong focus on high-quality student work and there is an increased effort to tie content standards to project plans. However, outside of ACT, SAT, etc. we know that measuring student growth, including developing common assessments, remains a key area for improvement to meet the needs of our students, increase our SQRP score for attainment and growth and improve ambitious instruction on the five essentials.

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	✓ 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

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

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The implementation of Project Based Learning (PBL) at Chicago Tech Academy reinforces our school-wide shared belief in the importance of learning and hard work. PBL is an innovative instructional methodology that integrates knowing and doing—student learning by putting new information to use by discovering, investigating, and solving problems through projects that engage the wider community with real-world outcomes.This year we revamped our school-wide advisory curriculum which now focuses on providing students with the soft skills and un-traditional learning experiences that contribute to high academic achievement. Through lessons on resilience, college success, growth mindset and service and social action students develop skills needed to be successful in school and life. In addition, advisory provides students with regular academic check ins and time for reflection on student personal academic and life goals through regular feedback and recognition. Our focus on critique and high quality student work reinforces our shared belief in the importance of high learning expectations and student ownership and pride in their work. We have moved beyond engagement to actually impacting the school-wide culture of deeper learning. Multiple drafts are the expectation and norm across the school. With the hands on nature of many projects, students stay engaged and take pride in their work. In addition, many projects offer students a voice and choice for how their projects are completed, leading to increased engagement and a sense of ownership about their work which is evident in school-wide Exhibitions. Growth on this metric is also evident in the scores for Academic Press on 5E. Outside of the traditional classroom we are continuing to make efforts to develop a growth mindset in our students, including recently developing a set of growth mindset lessons in Advisory for students in all grade levels.

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	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	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:

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

Score

1 2 **3** 4

the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

A school-wide focus for all Chicago Tech Academy students and teachers is positive relationships. We know that positive student-teacher relationships contribute greatly to our school culture and climate and thus affects each persons ability to achieve success at school. In the past, trusted teachers have served as Check-in/Check-out mentors and teachers who have a strong relationship with students are usually called on to assist with interventions and other initiatives that support student academic achievement.Through our recent shift to restorative practices and restorative justice we work diligently to ensure that our interactions with students are positive and restorative instead of punitive. We have also implemented multi-grade level advisories that allow adults and students to build relationships outside of their grade levels. Teaching students to treat each other with respect is always challenging but has been greatly helped with the collaborative environment that project-based learning provides. In addition, our use of mixed grade level advisories allow students to interact with different students than what they see in their regular classroom and it is our hope that this will further contribute to positive student relationships. Our school leadership team and staff on the School Culture & Climate team host regularly occurring workshops on diversity, language, race, relationships and culturally relevant pedagogy. Through these difficult conversations about matters that we care deeply about we are working to build an even stronger school culture that reinforces our commitment to mutually supportive and respectful relationships among all people in the school. Our efforts in improving in this area is evident in data from the 5E report which indicates that student-teacher trust is strong (78).

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:

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

Score

1   2   **3**   4

Student voice is a major value and focus in our school. Projects are designed with student voice and choice in mind, and protocols are used throughout to make sure that all students have the opportunity to take part in the learning process and, at times, in co-designing the project with other teachers ans students. This sense of ownership may be inconsistent from class to class or project to project but it has been on a steady increase over the past number of years. For example, Fine Arts course offerings have been expanded to meet needs and interests of students resulting in a doubling of enrollment for new offerings from 15-16 to 16-17. Students also have a Senior Advisory counsel which organizes and plans senior events. The school has added a School Activities Coordinator position to ensure that all students are provided access to extra-curricular opportunities. We believe that students feel connected to the school both in and out of the classroom.

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	✓ 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

There is a strong sense of safety & order in the building, but one that may seem untraditional to outsiders. As a staff, we are committed to giving our students freedom to navigate the halls and transition periods with little control. For us, this type of untraditional safety and order instills trust in our students and allows students to view the school setting as an environment that is not controlling but more trusting. When issues arise that disrupt the classroom procedure and routing there is a procedure for reporting this information to administration and a procedure for getting support from dean and admin staff when needed. We have a school-wide Comprehensive Behavior Flowchart, which outlines what steps are to be taken to; report, respond, and solve safety concerns that arise inside or outside the building. We have a team of adults that specialize in dealing with SEL concerns, which keeps students and staff in a positive mindframe. Our arrival, transitions, and dismissal look different due to various reasons. Student arrival is the most rigid and orderly process in the building, this is to ensure safety throughout the school day. While transitioning from class to class adults supervise students and are expected to correct misbehaviors as they happen by reiterating school-wide expectations. Dismissal is supervised by school deans and looks less orderly due to the amount of activities students participate in afterschool. Teachers manage the flow of the classroom, and assign students to help manage different projects or activities to make the classroom more efficient. Adults in the building focus on creating trusting and respectful relationships which contribute to the overall safety of the school community. Through restorative practices our school has a specific set of values which translates to what our expectations look like. There is room to improve, adults in the building can be more vigilant in modeling and reinforcing behaviors on a more consistent basis. Our greatest efforts have been invested in making the school a safe place. There is evidence of a need to spend time in the community so the safety students feel inside can be felt outside as well.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 **2** 3 4

The current school year has seen a stronger emphasis on restorative approaches to school discipline. We have a School Culture & Climate team that meets weekly to organize systems to support our work on restorative practices and when ready, roll out new initiatives to school staff. This idea is new to most school staff and we are working to provide high quality training to all teachers and staff in the building. Through our advisory curriculum we have implemented some teaching of SEL skills such as relationship building and responsible decision making but we recognize that our efforts must be greater in order to see the impact that we need. In terms of our restorative approach, we have a consistent focus on being more restorative instead of punitive but some teachers still lack proper training of how this works in the classroom setting. A mindshift is needed amongst teachers as this approach is much different from our past approaches to discipine, in addition, teachers have asked for stronger communication between the dean staff and themselves to ensure that both parties are a part of the restorative process when student discipline issues arise. More than anything, this year we have focused on responses to discipline infractions that do not remove students from the learning environment. This is evident in us having 50% fewer suspensions during the first 5 weeks of school than in the same time period last year.

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) ✓ 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

5 Essentials Involved Families is currently measured at weak. The school has formalized a way to track parent communication which includes sunshine phone calls and calls for failing grades and other concerns. The school has a Parent Advisory Council however there are not many parents that attend. The school has not yet systematized ways for parents to stay involved. The school is focused on regular communication, especially around important events like report card pick up, exhibition and guest appearances. The school currently has a dean team to visit homes for those students with low attendance rates. The school is inconsistent in its implementation of translating information to parents that speak languages other than English.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 ⊘

2	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 **5** ⊘
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: 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: Restorative Approaches to Discipline	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: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
4	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
4	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘

Goals

Required metrics (Highschool)   7 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
We believe we will score Well Organized for the 2016-2017 and 2017-2018 school year. Our work centers around the 4 areas in the 5 Essentials that scored below Well Organized.	*(Blank)*	*(Blank)*	*(Blank)*	*(Blank)*
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
We are awaiting a response from CPS Office of Assessment for the SAT SQRP Calculations for the 2016-2017 and 2017-2018 school year. When we have information on these assessments, we will create our growth goals.	10.00	*(Blank)*	*(Blank)*	*(Blank)*

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

We are awaiting a response from CPS Office of Assessment for the SAT SQRP Calculations for the 2016-2017 and 2017-2018 school year. When we have information on these assessments, we will create our growth goals.	7.00	(Blank)	(Blank)	(Blank)

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

We are awaiting a response from CPS Office of Assessment for the SAT SQRP Calculations for the 2016-2017 and 2017-2018 school year. When we have information on these assessments, we will create our growth goals.	29.00	(Blank)	(Blank)	(Blank)

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

We are awaiting a response from CPS Office of Assessment for the SAT SQRP Calculations for the 2016-2017 and 2017-2018 school year. When we have information on these assessments, we will create our growth goals.	(Blank)	(Blank)	(Blank)	(Blank)

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

We are awaiting a response from CPS Office of Assessment for the SAT SQRP Calculations for the 2016-2017 and 2017-2018 school year. When we have information on these assessments, we will create our growth goals.	7.00	(Blank)	(Blank)	(Blank)

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

We have analyzed our beginning of year practice PSAT of 9-11 grade and looking at the projected expected growth from the College Board. While we do not have PSAT attainment percentiles for our 9th and 10th, we do believe our 11th grade SAT scores will fall within the identified goal and the next year as well for the current 10th graders.	19.00	(Blank)	(Blank)	(Blank)

Freshmen On-Track Rate

Our focused effort on 9th grade and identifying our High Risk- High Opportunity Students this year, unlike previous years have allowed us to intervene much earlier in providing enrichments and interventions when students arrive at Chi Tech.	63.10	78.60	90.00	92.00

4-Year Cohort Graduation Rate

Our goal matches are past gains in graduation rates and have improved gradually every year with our student retention rates improving.	57.40	61.40	73.00	78.00

1-Year Dropout Rate

Our goals match our current reductions in drop out rates as we have improved student retention and improved communication with families.	5.70	3.60	2.50	2.00

College Enrollment Rate

Our continued improvement in college supports, internships, One Goal and partnerships with local universities, we believe this number will easily reach our goals. The 60% is from the Class of 2016 as we have already identified which students	54.50	48.10	60.00	65.00

College Persistence Rate

Our work with alumni last year, indicated that there would be drop in the Class of 2015 persistence. This class had only 1 year of PBL and had only small connections to the school. Our work with our college going culture and multiple years of PBL will increase our persistence over time.	(Blank)	61.10	50.00	55.00

Average Daily Attendance Rate

Our attendance team is actively working on attendance, attendance rates have been increasing slightly and we believe this slight increase will continue over time with our focused efforts.	88.70	88.50	90.00	91.00

Custom metrics

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Early College and Career Credentials				
Our GPA efforts will continue to allow more students to access dual enrollment and this school year we are adding a dual credit course. We also have additional funding for technology credentials that our students will participate in as well as our continued partnership with Genesys Works.	13.10	26.40	32.00	38.00

Strategies

Strategy 1

If we do...

If we implement project-based learning with a focus on school-wide literacy, complexity, and standards alignment

...then we see...

then we see a comprehensive and strategic professional development sequence

...which leads to...

which leads to a 3% increase in our graduation rate and SAT growth rate that falls in the mid/high range as calculated by CPS Data and Accountability.

Tags:
Curriculum Design, 21st century skills, Academic rigor, Literacy curriculum, 4-year graduation rate, Academic achievement, Professional developoment

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Establish a "Teachers as Designers" action group tasked with reviewing quarterly project plans for incorporation of literacy and alignment to standards.	Rachel Hollander	Aug 29, 2016 to Jun 9, 2017	Weekly action group meetings, agenda and notes	On-Track
Institute weekly and quarterly calendar of professional development for teachers to develop competency in literacy strategies and selection of complex texts.	Linnea Garrett	Sep 16, 2016 to Oct 31, 2016	Action step is ongoing; meetings are progressing as calendared, PD agendas and teacher unit plans	Completed
Form collegial coaching pairs for teachers to observe and review one another's classrooms for ongoing development of instructional strategies and best practices.	Rachel Hollander	Oct 7, 2016 to Nov 11, 2016	Whole School and zero period agenda and action steps, Collegial Coaching PD agenda and notes	Postponed
Create dedicated time for weekly "tuning" meetings for teachers to receive intentional feedback on project plans, student work, and dilemmas centered around complexity and deeper learning.	Linnea Garrett	Aug 29, 2016 to Jun 16, 2017	Zero Period Planning Rhythm Calendar	On-Track

Ensure 100% of teachers participate in instructional rounds to investigate a school-wide problem of practice	Linnea Garrett	Feb 6, 2017 to Jun 16, 2017	Zero Period Planning Rhythm Calendar, Agenda from IRs and notes for follow up	Not started
Create a video library of student-student discussions for staff to reference	Linnea Garrett	Apr 3, 2017 to Jun 16, 2017	Video Library Folder	On-Track

Strategy 2

If we do...	...then we see...	...which leads to...
If we implement a school-wide approach to restorative practices	then we will see the development of trusting and respectful student relationships, increased student engagement and increased celebrations of student success	which will lead to positive school culture and climate as measured by a strong rating on supportive environment data on the 5 Essentials report, an increase in 2% rate for our student attendance and a decrease in 30% in suspensions

Tags:
Trauma, Advisory, School culture climate, Student centered, Staff development, Transitions, Social skills, Trust building, Social and emotional learning, Student behavior

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop a "Restorative Practices" action group that works to ensure restorative practices are implemented on a continued basis in academic and behavior interventions and that analyzes data to support decision making	Tiara Wheatley	Aug 22, 2016 to Sep 7, 2016	Culture and Climate Team Names, Meeting Agendas and minutes	Completed
Provide monthly internal restorative practices workshops for staff focused on increasing staff familiarity with restorative justice, providing teachers with techniques to develop healthy and positive relationships with students and create processes and procedures for the positive reinforcement of student behavior expectations	Tiara Wheatley	Oct 24, 2016 to Jun 16, 2017	Zero Period Planning Calendar and Agendas	On-Track
Invest in restorative justice training for all school staff lead by a local RJ organization	Tiara Wheatley	Nov 28, 2016 to Jun 16, 2017	UMOJA Training Purchase Orders and PD agenda and notes	Completed
Create a 2 week restorative justice student advisory curriculum that teaches the principles and practices of RJ to students	Tiara Wheatley	Jan 2, 2017 to Mar 3, 2017	Advisory Unit and Lesson Plans	Not started

Provide PD for staff regarding school -wide expectations and classroom norms and expectations	Tiara Wheatley	Mar 23, 2017 to Jun 16, 2017	PD agendas and power points	On-Track

Strategy 3

If we do...	...then we see...	...which leads to...
If we implement a real-world learning program that includes a 9-12 scope and sequence	then we will see an increased interest in post-secondary planning and motivation to follow through on post-secondary goals	which will lead to a 5% increase in college enrollment and a 4% increase in college persistence.

Tags:
21st century skills, Access, College readiness, Career readiness

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Create the role of Real-World Learning Program Manager to oversee the work of connecting students and teachers to outside professionals	Linnea Garrett	Jul 1, 2016 to Jul 31, 2016	Organizational Chart	Completed
Assemble the Real-World Learning Action Group which consists of representatives from all four grade levels who will design and implement grade level relevant curriculum, activities and events.	TJ Pavlov	Oct 7, 2016 to Jun 16, 2017	Action Group Agendas, meeting notes and Action Items	On-Track
Launch Real-World Learning Curriculum for grades 9-12.	TJ Pavlov	Jan 30, 2017 to Jun 16, 2017	Real World Learning Unit and Lesson Plans	Not started
Create an external engagement plan to ensure partner participation and retention in Real-World Learning Programs.	TJ Pavlov	Aug 1, 2016 to Aug 26, 2016	Real World Learning Strategic Plan	Completed
PD regarding soft skill development from MHA Labs	TJ Pavlov	Apr 26, 2017 to Apr 27, 2017	PD agenda and confirmation of invite	On-Track

Strategy 4

If we do...	...then we see...	...which leads to...
If we develop a cohesive and instructional focused leadership team	then we will see organized professional learning communities engaged in long-term, data-driven strategic planning	which leads to a strong score for both effective leaders and collective responsibility as measured on the 5Essentials survey.

Tags:
Instructiion, Academic rigor, Instructional leadership team, Action research

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Establish clear ILT goals, objectives, roles, calendar and ongoing monitoring	Linnea Garrett	Feb 6, 2017 to Mar 31, 2017	ILT Goals and calendar of meetings, agendas and meeting notes	Completed
Implement 3-5 professional development opportunities for leadership team to develop effective leadership skills	Linnea Garrett	Aug 29, 2016 to Jun 16, 2017	PD agendas for school-wide PD Days and zero period meetings	On-Track
Develop communication plan and timeline for the ILT to engage stakeholders, foster transparency, and ensure effective teacher collaboration	Linnea Garrett	Feb 6, 2017 to Mar 31, 2017	ILT Communication Plan	On-Track
Observe other ILT's to lend in the creation of ChiTech's program and best practices	Linnea Garrett	Dec 5, 2016 to Apr 28, 2017	School Visit Agendas and ILT minutes and notes	On-Track
Utilize Fulcrum Educational Solutions coach to provide coaching support for teacher leaders	Linnea Garrett	Apr 3, 2017 to Jun 16, 2017	Coaching Logs and Goal Tracking Sheet	Not started
Utilize Fulcrum Educational Solutions to support the ILT development	Linnea Garrett	Apr 3, 2017 to Jun 16, 2017	Fulcrum support forms	Not started

Strategy 5

If we do...	...then we see...	...which leads to...
If we develop a college-going culture to promote students getting into the most selective college possible	a focus on all grade levels on increasing both attainment and growth on the SAT and an increase in GPA	at least 50% of students meeting their expected growth goals on SAT (as provided by the Office of Accountability from 8th grade NWEA scores) and a school wide GPA of at least 2.8

Tags:
Gpa, Sat, Academic achievement, College readiness

Area(s) of focus:
5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Assemble the College-Going Culture Action Group which consists of representatives from all four grade levels who will design and implement grade level relevant curriculum, activities and events.	Jacqueline Doty	Aug 31, 2016 to Jun 14, 2017	Action Group Agendas, meeting notes and Action Items	On-Track

Develop a PSAT/SAT Plan for grades 9-11 with quarterly assessments	Linnea Garrett	Aug 31, 2016 to Sep 7, 2016	Academic Approach Purchase Orders and Assessment Calendar	Completed
Develop a GPA Bs or Better Campaign in All Grades	Linnea Garrett	Feb 6, 2017 to Apr 3, 2017	GPA Communication Plan	On-Track
Develop College- Going Advisory Lesson Plans for Grades 9-12	Jacqueline Doty	Sep 7, 2016 to Mar 31, 2017	Assessment Calendar, DDI Meeting Agenda and Action Items	On-Track
Develop partnership with nearby network to attend post-secondary and SAT readiness meetings	Tiara Wheatley	Mar 20, 2017 to Jun 16, 2017	Network meeting agendas and action items	On-Track
Research and cultivate partnerships with outside organizations around post-secondary support	Linnea Garrett	Sep 1, 2016 to Jun 16, 2017	One Goal MOU and calendar invites from meetings with partners	On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Establish a "Teachers as Designers" action group tasked with reviewing quarterly project plans for incorporation of literacy and alignment to standards. Tags: Curriculum Design, 21st century skills, Academic rigor, Literacy curriculum, 4-year graduation rate, Academic achievement, Professional developoment	Rachel Hollander	Aug 29, 2016	Jun 9, 2017	On-Track
✚ Institute weekly and quarterly calendar of professional development for teachers to develop competency in literacy strategies and selection of complex texts. Tags: Curriculum Design, 21st century skills, Academic rigor, Literacy curriculum, 4-year graduation rate, Academic achievement, Professional developoment	Linnea Garrett	Sep 16, 2016	Oct 31, 2016	Completed
✚ Form collegial coaching pairs for teachers to observe and review one another's classrooms for ongoing development of instructional strategies and best practices. Tags: Curriculum Design, 21st century skills, Academic rigor, Literacy curriculum, 4-year graduation rate, Academic achievement, Professional developoment	Rachel Hollander	Oct 7, 2016	Nov 11, 2016	Postponed
✚ Create dedicated time for weekly "tuning" meetings for teachers to receive intentional feedback on project plans, student work, and dilemmas centered around complexity and deeper learning. Tags: Curriculum Design, 21st century skills, Academic rigor, Literacy curriculum, 4-year graduation rate, Academic achievement, Professional developoment	Linnea Garrett	Aug 29, 2016	Jun 16, 2017	On-Track
✚ Ensure 100% of teachers participate in instructional rounds to investigate a school-wide problem of practice Tags: Curriculum Design, 21st century skills, Academic rigor, Literacy curriculum, 4-year graduation rate, Academic achievement, Professional developoment	Linnea Garrett	Feb 6, 2017	Jun 16, 2017	Not started
✚ Create a video library of student-student discussions for staff to reference Tags: Curriculum Design, 21st century skills, Academic rigor, Literacy curriculum, 4-year graduation rate, Academic achievement, Professional developoment	Linnea Garrett	Apr 3, 2017	Jun 16, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Develop a "Restorative Practices" action group that works to ensure restorative practices are implemented on a continued basis in academic and behavior interventions and that analyzes data to support decision making Tags: Trauma, Advisory, School culture climate, Student centered, Staff development, Transitions, Social skills, Trust building, Social and emotional learning, Student behavior	Tiara Wheatley	Aug 22, 2016	Sep 7, 2016	Completed
✚ Provide monthly internal restorative practices workshops for staff focused on increasing staff familiarity with restorative justice, providing teachers with techniques to develop healthy and positive relationships with students and create processes and procedures for the positive reinforcement of student behavior expectations Tags: Trauma, Advisory, School culture climate, Student centered, Staff development, Transitions, Social skills, Trust building, Social and emotional learning, Student behavior	Tiara Wheatley	Oct 24, 2016	Jun 16, 2017	On-Track
✚ Invest in restorative justice training for all school staff lead by a local RJ organization Tags: Trauma, Advisory, School culture climate, Student centered, Staff development, Transitions, Social skills, Trust building, Social and emotional learning, Student behavior	Tiara Wheatley	Nov 28, 2016	Jun 16, 2017	Completed
✚ Create a 2 week restorative justice student advisory curriculum that teaches the principles and practices of RJ to students Tags: Trauma, Advisory, School culture climate, Student centered, Staff development, Transitions, Social skills, Trust building, Social and emotional learning, Student behavior	Tiara Wheatley	Jan 2, 2017	Mar 3, 2017	Not started
✚ Provide PD for staff regarding school -wide expectations and classroom norms and expectations Tags: Trauma, Advisory, School culture climate, Student centered, Staff development, Transitions, Social skills, Trust building, Social and emotional learning, Student behavior	Tiara Wheatley	Mar 23, 2017	Jun 16, 2017	On-Track
✚ Create the role of Real-World Learning Program Manager to oversee the work of connecting students and teachers to outside professionals Tags: 21st century skills, Access, College readiness, Career readiness	Linnea Garrett	Jul 1, 2016	Jul 31, 2016	Completed
✚ Assemble the Real-World Learning Action Group which consists of representatives from all four grade levels who will design and implement grade level relevant curriculum, activities and events. Tags: 21st century skills, Access, College readiness, Career readiness	TJ Pavlov	Oct 7, 2016	Jun 16, 2017	On-Track
✚ Launch Real-World Learning Curriculum for grades 9-12. Tags: 21st century skills, Access, College readiness, Career readiness	TJ Pavlov	Jan 30, 2017	Jun 16, 2017	Not started
✚ Create an external engagement plan to ensure partner participation and retention in Real-World Learning Programs. Tags: 21st century skills, Access, College readiness, Career readiness	TJ Pavlov	Aug 1, 2016	Aug 26, 2016	Completed
✚ PD regarding soft skill development from MHA Labs Tags: 21st century skills, Access, College readiness, Career readiness	TJ Pavlov	Apr 26, 2017	Apr 27, 2017	On-Track
✚ Establish clear ILT goals, objectives, roles, calendar and ongoing monitoring Tags: Instructiion, Academic rigor, Instructional leadership team, Action research	Linnea Garrett	Feb 6, 2017	Mar 31, 2017	Completed
✚ Implement 3-5 professional development opportunities for leadership team to develop effective leadership skills Tags: Instructiion, Academic rigor, Instructional leadership team, Action research	Linnea Garrett	Aug 29, 2016	Jun 16, 2017	On-Track
✚ Develop communication plan and timeline for the ILT to engage stakeholders, foster transparency, and ensure effective teacher collaboration Tags: Instructiion, Academic rigor, Instructional leadership team, Action research	Linnea Garrett	Feb 6, 2017	Mar 31, 2017	On-Track
✚ Observe other ILT's to lend in the creation of ChiTech's program and best practices Tags: Instructiion, Academic rigor, Instructional leadership team, Action research	Linnea Garrett	Dec 5, 2016	Apr 28, 2017	On-Track
✚ Utilize Fulcrum Educational Solutions coach to provide coaching support for teacher leaders Tags: Instructiion, Academic rigor, Instructional leadership team, Action research	Linnea Garrett	Apr 3, 2017	Jun 16, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Utilize Fulcrum Educational Solutions to support the ILT development Tags: Instructiion, Academic rigor, Instructional leadership team, Action research	Linnea Garrett	Apr 3, 2017	Jun 16, 2017	Not started
✚ Assemble the College-Going Culture Action Group which consists of representatives from all four grade levels who will design and implement grade level relevant curriculum, activities and events. Tags: Gpa, Sat, Academic achievement, College readiness	Jacqueline Doty	Aug 31, 2016	Jun 14, 2017	On-Track
✚ Develop a PSAT/SAT Plan for grades 9-11 with quarterly assessments Tags: Gpa, Sat, Academic achievement, College readiness	Linnea Garrett	Aug 31, 2016	Sep 7, 2016	Completed
✚ Develop a GPA Bs or Better Campaign in All Grades Tags: Gpa, Sat, Academic achievement, College readiness	Linnea Garrett	Feb 6, 2017	Apr 3, 2017	On-Track
✚ Develop College- Going Advisory Lesson Plans for Grades 9-12 Tags: Gpa, Sat, Academic achievement, College readiness	Jacqueline Doty	Sep 7, 2016	Mar 31, 2017	On-Track
✚ Develop partnership with nearby network to attend post-secondary and SAT readiness meetings Tags: Gpa, Sat, Academic achievement, College readiness	Tiara Wheatley	Mar 20, 2017	Jun 16, 2017	On-Track
✚ Research and cultivate partnerships with outside organizations around post-secondary support Tags: Gpa, Sat, Academic achievement, College readiness	Linnea Garrett	Sep 1, 2016	Jun 16, 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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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 1/SW].

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

○ 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 will hold monthly Parent Meetings to ensure the involvement of parents. Parents will be notified of all meeting dates by September and will get frequent reminders throughout the year via postal mail, email, phone calls and letters home. Parents will have the opportunity to provide feedback and suggestions for improvement. Parents will be invited and encouraged to attend these meetings. The school will also host a parent blog and parent suggestion page online for parent communication.

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

> The school will hold our annual meeting on Thursday, September 9th. Parents will be notified of all meeting dates by beginning of August and will get frequent reminders throughout the year via postal mail, email, phone calls and letters home. Parents will have the opportunity to get involved in all school programs, attend PAC Meetings, student exhibitions, presentations of learning and have one on one conferences with the school leadership as needed.

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.

> During our annual meeting and during orientation parents will be provided information regarding the Title I Program, the curriculum, assessment tools and desired proficiency levels. Parents will have contact info for the school's leadership team and all teaching staff so that they can reach out to them via email for any information. The staff contact listed will be posted online and available for pick up in the main office.

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.

> In addition to our regular monthly Parent Advisory Council Meeting and parent events we will host an online parent blog and parent suggestion page. Through both of these channels parents can make suggestions and participate in decisions about the education of their children. We will review, as appropriate, changes to programs and procedures in the school to get parent feedback before implementation. The school will respond to parent suggestions through the blog, notices home and phone calls. In addition, parents can request one on one meetings with any staff member if needed. Requests for parent meetings are usually fulfilled within a 1 week period.

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.

> The school will provide a report of performance on State Assessments during the report card pick up and progress report pick up events four times per year.

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 will be notified via postal mail and email in a letter within one week of their child being assigned to, or taught by, a teacher who is not highly qualified as defined in the Title I Final Regulations, for at least 4 consecutive weeks.

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

> The school will host workshops with parents with the goal of helping parents to understand content standards, achievement standards, assessments and requirements. This will also include information about how to monitor their child's progress and how to work with educators.

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.

> Resources will be available to parents during all of our monthly parent advisory council meetings and workshops in order to help parents work with their children to improve their academic achievement and to increase parental involvement. In addition to parent meetings and workshops, parents can reach out to our school leadership and support team for one-on-one coaching on topics related to helping their children improve their academic achievement.

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.

During our annual staff orientation held before the start of the school year, staff will be provided information about how to reach out to, communicate with and work with parents in order to increase their involvement in the education of their child and how to work with parents as equal partners. Instructional staff will be required to communicate with parents at least once per week.

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.

During each parent meeting we will also ask for suggestions from parents on topics that they would like to see covered in a workshop or meeting. Workshops and meetings will focus on further encouraging parents to more fully participate in their child's education. To the extent feasible and appropriate we will host workshops that meet the needs of our parents.

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.

All information presented to parents will be presented in English and Spanish. Based on availability there will also be a Spanish translator at parent meetings.

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)

Chicago Tech Academy does not have a LSC, only a PAC.

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.)

Chicago Tech Academy's mission is to inspire, educate and connect a diverse, new generation of tech leaders. Together, with our partners, we're defining what a 21st century tech education looks like: cutting-edge, in-demand skills, a college-prep curriculum, and opportunities for at-risk students to build social capital with industry leaders. During the upcoming school year we will continue to partner with High Tech High and implement their model of project based learning in order to deliver a high quality curriculum and instruction.

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.

The school will hold parent teacher conference 2 times per year in the fall, then again in the spring in addition to progress report pick up where teachers will also be available for parent-teacher conferences. We will also host and exhibitions nights for students to display their work 2 times during the year. Parents will have the opportunity to come in to the school, pick up their child's grades and meet with all teachers. School Counselors will also be available to meet with parents to further discuss academic progress and develop plans for improvement.

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 will provide progress report every 5 weeks and report cards after every quarter. In addition, we will hold parent-teacher conference 2 times per year and student lead conferences 1 time per year. Parents can also check academic progress online via Parent Portal.

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

Parents will have email addresses for all staff. Parents will be able to schedule meeting with teachers before or after school and school counselors during the school day.

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.

The school will send out a monthly calendar of volunteer activities for parents. Parents will need to complete the Parent Observation Request Form and schedule the time with the classroom teacher. In addition, the school will hold report card pick up two times per year, presentations of learning and exhibitions to showcase student work where parents can participate in their child's learning.

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

Parents will assist with learning by having regular access to student academic progress and attendance via Parent Portal in addition to attending regular student presentations of learning and exhibitions. Parents will also have the opportunity to meet with school staff as needed to ensure that their child is on a position trajectory towards 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 will have the opportunity to attend parent meetings once per month. During these meeting parents will provide input on decisions relating to the education of their children. The school will refer to parent input and consult parents when making decisions.

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 will be provided frequent updates regarding their academic status through advisory, progress reports and report cards. Students will have attendance goals, always uphold ChiTech's core values and be encouraged to actively participate in class. Students will also have the opportunity to attend office hours after school in order to get additional support.

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 increast student academic achievement through parental involvement; specify your goals.

Provide information to parents regarding how Title I will help their student succeed in school, classroom expectations and time for parents to meet with individual teachers. Provide parents with information, resources, and strategies to assist their student in core subject areas and in preparation for standardized assessments.

Provide parents with information, resources and strategies to assist their student in all academic areas including but not limited to college prep, study habits, research and computer skills.

Provide parents with school-parent-student connections and guidelines. Connections and guidelines will be utilized at parent-teacher conferences to reinforce school-parent-student roles in the education process.

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.	$ 500	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 559	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 519	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ Amount	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ Amount	.00

54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	Amount	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$	500	.00
53306	**Software** Must be educational and for parent use only.	$	Amount	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	Amount	.00