Ellen H Richards Career Academy High School (/school-plans/614) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/12/2016	All Team Members	SEF
04/08/2016	All Team Members	

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.

> For Leadership & Collective Responsibility, there are several teacher teams: ILT, FOT team (recently created). Another one is Culture & Climate (on and off), Grading policy team. There were Stakeholders meeting in October, 2015 about school data. Several activities were Hosting including Hot coco social, community dinner, community youth social and pressing issue discussion. Another event was spring social '3/8/16. We are wall to wall CTE which helps drive the vision and providing 8th grade investigation day 96 8th grade students in the building from all community feeder schools. Working collectively with feeder schools to change the perception of RCA and the quality of the school. SMART lunch is not quite as effective as we want but changes are being made based on challenges and improvements are coming. English has a well-designed alignment across grade levels and CCSS and CRS standards and is developing a cohesive curriculum. We have a strong ILT and continuous cycles of improvement are attempting to improve instruction. Consistent reminders by administration to consider the ability of ELLs and Diverse Learners. Leadership is co-teaching with instructors and implementing PQS system. CTE has ISL that models instruction for the team. N8TLs hosted unit planning parties in 2015. Our retention rate has been low and class sizes have grown so shielding teachers from external distractions has been difficult.

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.

The ILT meets every week on Tuesday's. A weekly agenda with clear focus is created and shared with the ILT every Monday. All members have equity of voice; however we do not celebrate small wins and are not transparent enough with all staff. ILT has a clear purpose and instructional purposes; however we don't represent all grade levels and departments but this challenge is being addressed by having grade level meetings twice a month where ILT initiatives can be discussed. ILT is creating the cycles, and more than monthly completing a PSP and all our implementation of cycles is based on research presented to the team. All cycles and improvements plans are based on PSP and consistently checking the grade report. ILT team members are coaching new leaders for the grade level teams.

The ILT did not however get these data sources for the first semester of 2015-2016; lack of streamline of data distribution and non-members are not being as well-informed as to the process the ILT is taking to make adjustments to instruction. Network provides data sources; however, data is not mined internally, nor is staff trained well enough to deal with "big data" or is a plethora of staff ability to do it. Lead teachers attending PD do not return and share out with learning strategies

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:

Score

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

1 2 3 4

Cycles of continuous improvement are presented to staff for input and ILT goes through a root cause analysis considering data from multiple sources. Smaller teacher teams in grade levels or departments are fully implementing PLs. RCA no longer has a literacy coach to guide PLCs. N8TLs are trained by the network and can provide opportunities for growth for teachers. E-mails are sent out regarding ELL's at the school and serving them but we are not following up with fidelity as to how teachers are implementing those suggestions. Teachers are welcomed and encouraged to seek out their own PD and/or sent to network or discipline PDs. Teachers can use SMART lunch and common planning is available at least once a month but twice a week for most departments, but they could be utilized more to improve practice (last year was better than this year). Administration participated in PQS to help improve teacher practice and during cycles of PP there are weeks of safe practice. RCA needs to be better at enveloping new teachers with support and mentors (provided by CPS) but there is no mentoring system within the school, nor are there PDs specifically geared to new teachers. Some of the PDs on Wednesdays have been differentiated but more planning needs to be done to provide timely learning based on teacher needs and school data.

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

In order to allow for an increase in instructional time passing periods will be shortened. Our lunch periods have been consolidated into one lunch period (SMART lunch). Students eat lunch one half and participate in tutoring, remediation, and other supervised academic activities. Opportunities are available during this time to address the needs of ELLs, support diverse learners, and recover academic credits with virtual learning. However, more structure is needed to utilize this time for student gains. Community partners (Gads Hill, BAM, YMCA, TRiO) are all working inside the school with students to improve character education, academic achievement,college persistence, and socio emotional skills. Community partners utilize SMART lunch to meet with students. Funding needs to be available for textbooks and materials which are aligned with Common Core and meet the needs of ELLs and Diverse learners. Spanish Language textbooks and materials need to be available in each of the core content courses. Spanish language support must be provided for all full time ELLs. Funding needs to be provided for substitutes to cover for teachers who attend a variety of professional developments geared towards unit planning, Diverse learners, ELLs, Culture and Climate, and other needs as addressed by ILT and administration. Resources and funds need to be available to provide every student access to a variety of technology in particular support for ELLs and Diverse Learners. Utilizing Classroom Inc. to provide educational opportunities for students for free. Provided funding for AIMSWEB to guide interventions, and track student growth for diverse learners. Teachers are involved in interview process including Assistant Principal and all instructional staff. Students may be part of the interview team as well. Administration will verify previous employment. Provided a community dinner for the community and sponsored community events for State Representative Danny Davis and Alderman in August. RCA will be sponsoring Peace and Ed community forum in hopes of promoting our CTE programs and making connections with community leaders to leverage for more programs and students in RCA.

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

> All teachers in core content areas are following the CPS framework via UBD planning, vertical alignment, scope and sequence, formative and summative assessments however, the school does not regular examine the curriculum to ensure alignment to standards. There is also a lack of feedback regarding curriculum content and the integration of academic and social emotional learning opportunities available to students.

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=Y3BzLmVkdXxrY3xneDoyYjIlNGI4MmY3YTIxYTgz), 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

> There are two computer labs that can be reserved by all teachers and used at any time. These include three Chromebook carts, and three iPad carts, and numerous laptop carts to be utilized by all teachers.
>
> Administration does not deny requests for new materials by teachers. New mathematic materials have been purchased, including Spanish versions. New English vocabulary books have also been purchased for student use. Many teachers utilize google classroom to provide extra technology support and differentiation to students.
> All classrooms are equipped with either a SMART board or a LCD projector to assist with student instruction. Virtual Job Shadow can be used by all teachers to assist students with accessing their career programs. Teachers are given the freedom to develop their own curriculum and create instructional materials to master the skills necessary to achieve mastery in the CCSS, NGSS, and 21st Century Skills

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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

> We offer a wide range of AP courses. We are changing the sequence of math and English courses to be more rigorous in order to work up to skills in AP courses. We need to create a system that scaffolds progressively to build skills that are necessary to be able to function and be academically successful in Honors and AP courses and that requires professional development, mutual planning, common rubrics that explains the necessary minimum skills needed for Honors/AP courses, and coordination among all departments.

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)

> There are Career and Technical Education career pathways with Articulation Agreement college credits transferable to City Colleges of Chicago. The Pre-Law program offers a Dual Credit college class in Criminal Justice 211 which transfers to any university. We are implementing OneGoal cohorts. There is an Onsite ETS/Trio program. Dual Credit course implementation has been done. We offer college algebra as an elective course. College & Career Readiness course offering for all Freshman is occurring. AP courses have been offered as well as College Tours are being planned continuously.

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

1 **2** 3 4

> Teachers are still honing instructional skills. The ILT has recently begun examining the effect of teaching practices on student learning. The ILT rolled out an on-going peer observation and learning walk schedule to help identify best practices as well as areas where instructional support may be needed. RCA has experienced a high rate to teacher turn around and as a result we are still in the process of rebuilding teacher teams. We are also lacking a consistent or ongoing method of evaluation and gathering evidence to demonstrate 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.

Score

1 **2** 3 4

> The Becoming A Man (BAM) program consist of group sessions that allow male students to participate in group and individual mentoring. Americorps: Students are allowed to participate in one-on-one mentoring, tutoring, one-on-one ELL support during the SMART Lunch Study Hall sessions. The students are allowed to receive pullout sessions for one-on-one tutoring for class assignments and assessments . YMCA: Life skill and leadership development targeted at Freshman. John Marshall: Restorative practices/interventions (circles, mentoring)

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.

Score

1 2 3 4

> At the beginning of the school year we decided to implement a school-wide grading system for the entire school. All staff need to have the same categories and weight for each category. (40% assignments: classwork, homework, quizzes; 50% assessments: tests, performance tasks, and 10% professionalism).Three of our staff members were attending the Network 8 teacher leader/N8TL quarterly trainings. They also presented to all staff during flex PD days. The school has a google drive folder designated for each staff where teacher need to submit each unit. We have same grade level assessments in place and end of the semester finals bell schedule. This year a grading policy committee was developed and is currently working with the staff to implement a common grading system which includes assignments, formative and summative and assessments and professionalism. This
> common grading system also included modified grading scale for diverse learners.

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

Expectations for Quality & Character of School Life

Culture for Learning:

Score

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.

1 2 3 4

> Richards has a Homework Club; a SMART lunch model aimed at developing a culture for learning; department meetings; Instructional Leadership Team (ILT); Powerful Practice Implementation: The powerful practice encourages teachers to share their best practices and engage in deeper conversations about how to implement effective strategies and interventions. The English Language Arts department has provided a professional development session on the MELCon writing strategy to help students develop well-organized paragraphs that can convince the reader to accept their claim. Teachers also participate in powerful practices that identify the learning environments through observations and walk-through that involve examining the instructional materials and methods of instruction. Powerful Practice Implementation, Bulletin boards and student work displayed.

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

Score

1 **2** 3 4

> The school is not currently characterized by high levels of trust between all school participants. In order to build relational trust, we are facilitating PLP's, Mentoring programs, student council, Mikva challenge and culture and climate team meetings. We also utilize flex PD time to promote relationship building strategies among teachers, ESP, and Admin.

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**

All students who attend Richards have their choice between Culinary Arts and Business, and Pre-Law for our CTE programs. As part of our continuous efforts to improve the quality of students here at Richards, we offer many extracurricular activities/clubs, mentorship programs, and sports that are open to all students. These extracurricular activities and clubs include the Aspen Challenge, Student Council, Senior Council, the Mikva Challenge - an after school program where students engage in solution - focused dialogue, research, and action around critical issues facing their schools, National Honors Society, Academic Decathlon, Business Professionals of America, Game Club, Garden Club, Art CLub, Homework Club, Poetry Martial Arts Club, Sewing Club, Website Club, Weightlifting Club, and Yearbook Club. Mentorship Programs include Becoming a Man (BAM), Etiquette, YMCA, BuildOn - which is a excellent program offered here at Richards that provides service to our community and allows students to earn service credit toward graduation! Additionally, students can participate in international service trips throughout the world! It's an amazing opportunity and many RCA students have participated. i2i Ambassador - program designed to raise awareness about the effects of domestic violence, 9th District Police Explorers - program designed to provide leadership development, guidance, career training, scholarships, and access to various resources, Arts of Living program - dedicated to providing professional services to pregnant and parenting teens, R.I.S.E. - life skills and leadership afterschool program, AmeriCorps provides academic support and tutoring and mentoring, TriO Educational talent search provides high school and college selection services,local and out of state college tours,scholarship search assistance,financial aid assistance, Social Justice Leadership Institute A Saturday program where students have the opportunity to meet new friends, talk with mentors, and participate in field trips. We also offer the opportunity to participate in the sports programs offered at Richards Career Academy, such as boys football, boys and girls soccer, boys and girls basketball, boys and girls volleyball, boys and girls track, wrestling, baseball, cheerleading, pom-poms, chess, boys and girls cross country, bowling, girls fast-pitch softball.

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

> Results from the student and staff MSMV Survey indicate that we need to concentrate on improving the level of safety and order of our school environment. We recently developed a schedule for our 3 disciplinarians - outlining who is on duty as a reference for all staff and students.

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

Evidence, Measures, and Standards

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 restorative approaches for discipline involved Implementing peace circles, staff-to-student mentoring and school-wide student expectations. In the future, a restorative justice team, coordinated with all faculty, staff and social-emotional professionals, should be formed to include a regularly meeting Peer Jury that coordinates with the Deans and other administration.

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

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:

Score

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

1 2 3 4

> Parent Partnership involves ESL classes & Computer courses for parents. There are LSC meetings. Parent grade level meetings are held for seniors. We have report card pick up days that involve conferences with parents. Parent mailings ensure effective and timely communication. Also, Community dinner was planned.

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
1	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 ⊘
1	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ⊘
1	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 **2** 3 4 5 ⊘
1	Expectations for Quality & Character of School Life: Culture for Learning	1 2 **3** 4 5 ⊘
1	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 ⊘
1	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 ⊘
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 ⊘
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: Instruction	1 2 3 4 5 ⊘
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	**1** 2 3 4 5 ⊘
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 ⊘
2	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 ⊘

3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1	2	3	4	5	⊘
4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1	2	3	4	5	⊘

Goals

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

My Voice, My School 5 Essentials Survey

| To begin addressing weak areas from our 5-essentials data, Richards has been intentional about incorporating student and teacher voice. In 2013,the school created Student Council, an organization that regularly collects qualitative and quantitative data from students and uses it to implement school-wide initiatives. Teachers have also been empowered to act as teacher leaders in ways such as forming clubs that address school needs or working collaboratively to edit unit plans. To begin addressing parent involvement,the school has started to host a variety of parent events. This includes a banquet hosted by Student Council in which 127 parents attended, as well as a yearly holiday dinner hosted by Culinary,in which community members are invited to enjoy the hard work and kitchen proficiency of our culinary students.

Noticing the weak areas exposed in the 5-essentials data, such as safety, school commitment , and parental involvement,the school collected an additional survey for our culture and climate team to use in addressing needs. With this data, our school has targeted three focus areas to begin addressing our weak areas:Communication, school-wide expectations, and discipline policies and practices. We have already created a series of protocols to foster better communication within the school to raise morale and lessen interruptions to instruction. We are currently in the beginning stages for improvement in school-wide expectations and discipline policies and practices. | *(Blank)* | *(Blank)* | *(Blank)* | *(Blank)* |

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

| In the area of EPAS growth, Richards falls within the 10th percentile compared to schools nationally. This includes African-American students in the 13th percentile, Hispanic students in the 18th percentile,and Diverse Learners in the 2nd percentile. The indicator for EPAS attainment falls within the 9th percentile compared to schools nationally. Across subgroups, scores are relatively the same with stagnant growth. | 10.00 | *(Blank)* | 18.00 | 23.00 |

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

| Literacy and math are two areas of great concern.According to the Five Year Trends as indicated in the ACT Profile Report for the 2013-2014 school year, the areas of Mathematics remained stagnant during this time with little to no movement in meeting college readiness benchmarks. The area of Reading experienced an overall 6% decline between 2012-2013 and 2013-2014 . Average ACT scores only increased by one-tenth of a point in Mathematics. Average ACT scores decreased in science by seven-tenths of a point. According to the CPS 2014 School Quality Rating Report,the college enrollment rate for the Class of 2013 was 23.2% of graduates. With regard to the college persistence rate for the class of 2012,46.3% of graduates were persisting in college. Likewise,students' show insufficient growth in AP courses,with 87.4% scoring a 2 or lower on the exam across four AP courses. | 13.00 | *(Blank)* | 18.00 | 23.00 |

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

| Literacy and math are two areas of great concern.According to the Five Year Trends as indicated in the ACT Profile Report for the 2013-2014 school year, the areas of Mathematics remained stagnant during this time with little to no movement in meeting college readiness benchmarks. The area of Reading experienced an overall 6% decline between 2012-2013 and 2013-2014 . Average ACT scores only increased by one-tenth of a point in Mathematics. Average ACT scores decreased in science by seven-tenths of a point. According to the CPS 2014 School Quality Rating Report,the college enrollment rate for the Class of 2013 was 23.2% of graduates. With regard to the college persistence rate for the class of 2012,46.3% of graduates were persisting in college. Likewise,students' show insufficient growth in AP courses,with 87.4% scoring a 2 or lower on the exam across four AP courses. | 18.00 | *(Blank)* | 23.00 | 28.00 |

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

English as a Second Language (ESL) program was unfocused, mainly because there was only one ESL and Bilingual teacher(s) who were responsible for meeting the needs of all English learners. English learners lagged behind their English-speaking peers in vocabulary and content knowledge, and their overall academic needs were not being met. This current school year (2015-16) our school has increased number of certified ESL teachers by three, with two more earning ESL endorsement by August of 2016.	*(Blank)*	*(Blank)*	12.00	17.00

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

Richards in 2013-14 school year offered more remedial classes to diverse learners rather than place students in at least restrictive environment with grade level peers. The school in school year 2014-15 gradually eliminated remedial classes (except for low functioning students) and offering all students rigorous classes in math, history, English and science – classes previously offered only to high achievers.	2.00	*(Blank)*	8.00	13.00

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

Students participate in the Girffth's ACT after school program, and work online with a free ACT prep given by a private organization.	9.00	*(Blank)*	14.00	20.00

Freshmen On-Track Rate

Implemented a Freshmen on-track team to look at grade distribution report. Team meets weekly to identify off percentage of time on data inquiry, increased quality of track students and create and track intervention plans	62.30	78.50	85.00	90.00

4-Year Cohort Graduation Rate

Richards implemented online class (Aventa) for students to recover failed classes. We partner with various organization who provide personalized post-secondary guidance and information to students.	65.10	64.40	66.00	68.00

1-Year Dropout Rate

The one year dropout rate increased on last year due to student safety coming to school and lack of parent involvement with attendance issues. Richards work with safe passage works on covering areas of concerns and local police to ensure student safety in community on the way to school and home.	0.90	4.80	3.60	2.40

College Enrollment Rate

The school has established a college and career going culture through various post-secondary planning activities and events, such as on-site college admission fairs and individualized college counseling. Students also participate in grade level town hall meetings and receive group guidance lessons on the college, scholarship & FAFSA application process. Richards partners with Near North Development who provides personalized post-secondary guidance and information to students that enroll in the Trio federal program. Richards partners with Ladder Up, a financial aid student assistance community agency, that offers FAFSA informational and application completion workshops.	23.20	42.90	50.00	60.00

College Persistence Rate

The college persistence rate increase due to more student enrollment in advance placement courses and addition of dual credit course in law provide opportunities to experience college level courses.	46.30	65.20	67.00	69.00

Average Daily Attendance Rate

Our school-wide attendance rate is 81.2%, 7.4% below establish District goal for Richards. After analyzing the data, we saw that the problem is occurring due to a core group (Freshmen and Sophomores) students that are absent at the beginning of the school day.	84.00	85.20	86.00	88.00

Custom metrics   0 of 0 complete

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
professional development for teachers on implementing Learning Target Theory of Action in their unit / lesson plans. "A learning target theory of action embodies the relationship among essential content, effective instruction, and meaningful learning."....Learning targets subdivde distal goals into lesson-sized proximal goals" (MOss & Brookhart 2012). Richards current curriculum is IL common core standards aligned and learning essential driven, learning targets are not consistently present in documented lesson/unit plans. In order to institute a comprehensive assessment system, learning targets must be at the center of providin immediate incentives and guides for performance. Ensure all teachers provide daily instruction using Gradual release or responsibility. Ensure all teachers are using inquiry/project-based instruction with appropriate differentiation to meet the needs of all students.	concentrated evaluation of student learning allowing for the creation of targeted formative, summative, and benchmark assessments that will inform instructional practices.	a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the CPS framework for teaching. The percentage of students meeting national growth projections on ACT/SAT will increase from 9% to 18%. Our Diverse learners growth percentile will increase on ACT/SAT 2% - 15%

Tags: Area(s) of focus:
Personalized Learning   1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Creation and distribution of professional development needs assessment for instructional staff	Administration & ILT	May 23, 2016 to Jun 7, 2016	Completion of Survey and give to staff	Not started

Personalized Learning

Structured teaching professional development schedule created and distributed	Administration & ILT	Jun 8, 2016 to Jun 8, 2018	Published schedule	Not started

Planning

ILt, in coordination with administration will develop a schedule of ongoing training and professional development opportunities for teachers in relation to targeted strategies, learning targets, and structured teaching. Supports: Learning Target Theory of action book, Structured teaching	Administration, ILT & PPLC	Jun 8, 2018 to Jun 8, 2018	Completed training schedule	Behind

Progress moniorting

		Jun 8, 2016 to Jun 1, 2018		
A schedule will be developed to monitor teacher use and fidelity to the identified instructional strategies. This will also include follow-up with teachers. This schedule will be followed regularly and given to all teachers. Supports: Learning Target Theory of Action; instructional coaching	Administration, Lead Teachers, & ILT		Created schedule distributed to staff; Notes of administrator completing observations; peer observation schedule	Behind

Strategy 2

If we do...	...then we see...	...which leads to...
Develop a culture that students need to be in school to learn Develop a school-wide culture that fosters a sense of respect and trust, among teachers, staff, students and parents Develop an attendance plan	Staff members present to ensure learning takes place understanding of students' needs will deepen leading to improved levels of support and learning	Increase in parent participation with school staff 80% Attendance will increase from 81.2% to 88% by EOY

Tags:
Attendance

Area(s) of focus:
3

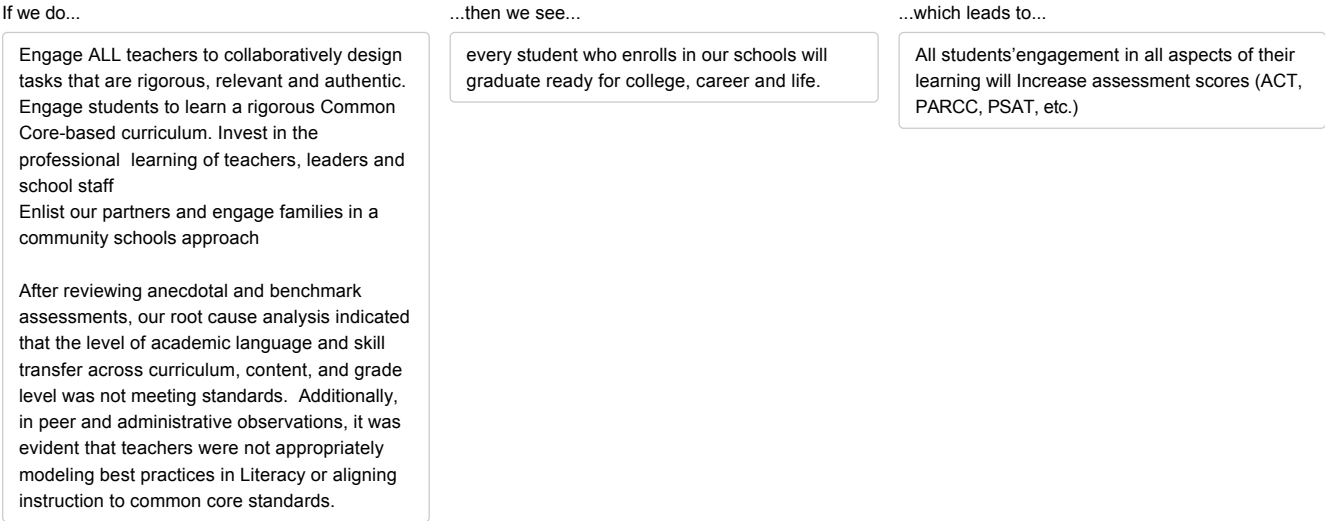| Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
All teachers will maintain a weekly call log to parents. Andy student that is absent or tardy will receive a phone call home. **Attendance**	Teachers	Sep 5, 2016 to Jun 15, 2018	Teacher call logs	On-Track
Richards will create an attendance competition that will be school-wide. Every five weeks grade level with more than 90% attendance will receive points toward parties, free computer time, gift certificates and other incentives **Attendance**	Administration and teachers	Sep 5, 2016 to Jun 15, 2018	Competition sheet and attendance records.	Not started
School will conduct weekly attendance meetings to assess specific students to target, review the success of the implemented strategies. **Best practice**	School culture and climate team	Sep 5, 2016 to Jun 15, 2018	Meeting notes	Not started
Model respect and appropriate behavior for students, dress professionally and treat students respectfully and positively **Academic expectations**	All Staff	Sep 5, 2016 to Jun 15, 2018	(Blank)	On-Track

Establish schooi-wide rules that convey high expectations and that are fairly and consistently enforced by all educators for all students.	School culture and climate team	Sep 5, 2016 to Jun 15, 2018	Rules displayed throughout the building	Behind

Academic expectations

Collaboratively establish school-level, grade-level and classroom-level goals that align to investment school metric goals	School culture and climate team	Sep 5, 2016 to Jun 15, 2018	Development of rubric, and monitoring results (bi-weekly)	Not started

Strategy 3

If we do...	...then we see...	...which leads to...
Engage ALL teachers to collaboratively design tasks that are rigorous, relevant and authentic. Engage students to learn a rigorous Common Core-based curriculum. Invest in the professional learning of teachers, leaders and school staff Enlist our partners and engage families in a community schools approach After reviewing anecdotal and benchmark assessments, our root cause analysis indicated that the level of academic language and skill transfer across curriculum, content, and grade level was not meeting standards. Additionally, in peer and administrative observations, it was evident that teachers were not appropriately modeling best practices in Literacy or aligning instruction to common core standards.	every student who enrolls in our schools will graduate ready for college, career and life.	All students'engagement in all aspects of their learning will Increase assessment scores (ACT, PARCC, PSAT, etc.)

Tags: Area(s) of focus:
Classroom rigor   3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
1. All students will be engaged in rigorous, and relevant tasks 2. Students will demonstrate greater academic and intellectual engagement through improved performance measures 3. Students will be involved in their evaluation	ILT, Administration, and PAC	select	Assessment scores, student scores, surveys	Not started

Classroom rigor

Using the Teacher Effectiveness Framework, all teachers will self-assess their practice identifying areas of growths. • Learning Leaders will support teachers in addressing their areas of growth • All teachers will share Rich Tasks across departments. • Professional Learning time will be allocated to the collaborative development of rigorous, relevant and authentic tasks.	ILT, Administration, and PAC	Jun 20, 2016 to Jun 8, 2018	Peer observations collaboration logs sign-in sheet Teacher reflection.	Behind

Culture of learning, Accountability

Beginning in 2016-2017, Teachers across content areas conduct once every 10 week peer visits to monitor the implementation of common core and Literacy standards in the classroom, using a uniform protocol designed by ILT. Calibration will be done through flex PD in BOY Teacher Institutes and data collected electronically.	ILT, Administration, and PAC	Jun 20, 2016 to Jun 20, 2018	Peer observation schedule and notes	Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Creation and distribution of professional development needs assessment for instructional staff Tags: Personalized Learning, Personalized Learning	Administration & ILT	May 23, 2016	Jun 7, 2016	Not started
✚ Structured teaching professional development schedule created and distributed Tags: Personalized Learning, Planning	Administration & ILT	Jun 8, 2016	Jun 8, 2018	Not started
✚ ILt, in coordination with administration will develop a schedule of ongoing training and professional development opportunities for teachers in relation to targeted strategies, learning targets, and structured teaching. Supports: Learning Target Theory of action book, Structured teaching Tags: Personalized Learning, Progress moniorting	Administration, ILT & PPLC	Jun 8, 2018	Jun 8, 2018	Behind
✚ A schedule will be developed to monitor teacher use and fidelity to the identified instructional strategies. This will also include follow-up with teachers. This schedule will be followed regularly and given to all teachers. Supports: Learning Target Theory of Action; instructional coaching Tags: Personalized Learning	Administration, Lead Teachers, & ILT	Jun 8, 2016	Jun 1, 2018	Behind
✚ All teachers will maintain a weekly call log to parents. Andy student that is absent or tardy will receive a phone call home. Tags: Attendance, Attendance	Teachers	Sep 5, 2016	Jun 15, 2018	On-Track
✚ Richards will create an attendance competition that will be school-wide. Every five weeks grade level with more than 90% attendance will receive points toward parties, free computer time, gift certificates and other incentives Tags: Attendance, Attendance	Administration and teachers	Sep 5, 2016	Jun 15, 2018	Not started
✚ School will conduct weekly attendance meetings to assess specific students to target, review the success of the implemented strategies. Tags: Attendance, Best practice	School culture and climate team	Sep 5, 2016	Jun 15, 2018	Not started

District priority and action step	Responsible	Start	End	Status
✚ Model respect and appropriate behavior for students, dress professionally and treat students respectfully and positively Tags: Attendance, Academic expectations	All Staff	Sep 5, 2016	Jun 15, 2018	On-Track
✚ Establish schooi-wide rules that convey high expectations and that are fairly and consistently enforced by all educators for all students. Tags: Attendance, Academic expectations	School culture and climate team	Sep 5, 2016	Jun 15, 2018	Behind
✚ Collaboratively establish school-level, grade-level and classroom-level goals that align to investment school metric goals Tags: Attendance	School culture and climate team	Sep 5, 2016	Jun 15, 2018	Not started
✚ 1. All students will be engaged in rigorous, and relevant tasks 2. Students will demonstrate greater academic and intellectual engagement through improved performance measures 3. Students will be involved in their evaluation Tags: Classroom rigor, Classroom rigor	ILT, Administration, and PAC			Not started
✚ Using the Teacher Effectiveness Framework, all teachers will self-assess their practice identifying areas of growths. • Learning Leaders will support teachers in addressing their areas of growth • All teachers will share Rich Tasks across departments. • Professional Learning time will be allocated to the collaborative development of rigorous, relevant and authentic tasks. Tags: Classroom rigor, Culture of learning, Accountability	ILT, Administration, and PAC	Jun 20, 2016	Jun 8, 2018	Behind
✚ Beginning in 2016-2017, Teachers across content areas conduct once every 10 week peer visits to monitor the implementation of common core and Literacy standards in the classroom, using a uniform protocol designed by ILT. Calibration will be done through flex PD in BOY Teacher Institutes and data collected electronically. Tags: Classroom rigor	ILT, Administration, and PAC	Jun 20, 2016	Jun 20, 2018	Behind

Fund Compliance

Supplemental General State Aid(SGSA)

☑ My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an 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.

> Parent review of the CIWP will be accomplished by 1.) Having a parent as a member of the CIWP Team, 2.) CIWP review by LSC members, which includes parents and 3.) the CIWP review by PAC members.

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 FY 17 annual Organizational meeting for the PAC and LSC will be held in July; all parents receive a monthly automated call informing them of the FY17 year's PAC and LSC meetng dates; agendas will be posted at the school and on the website; students will receive meeting notices to take home. Grade Level Parent Meetings will be offered at various times of the day and week for parent convenience; meeting communications will be available in both English and Spanish. The projected date September 22, 2016.

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

> The school website and newsletter will provide parents necessary updates on CCSS and other standards, curriculum, and academic assessments tools used to measure student's progress and expected proficiency levels.

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.

> School will respond to parent suggestions via conveying parent suggestions to school Leadership Teams and by responding in writing, advising changes in any procedures and/or by meeting with parents.

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.

> School will host a parent night in months of September/October/February to distribute student's performance on state assessments.

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.

> School will send out letters to parents via U.S mail on teachers who are not highly qualified as defined in the Title 1 regulations.

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 use parent-teacher conference, and parent meetings to show parents how to monitor their students progress; email teacher on parent portal; send letters home and place information on website concerning school-wide academic and achievement standards for state and local assessments.

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.

> Information regarding any literacy trainings will be posted on the school website, mailed and given to students to take home. Automated calls will also be sent to parents regarding literacy events. During Report Card Pick Up days, PAC and grade-level parent meetings, teachers and school counselors will provide information to parents on homework assistance and strategies on supporting students in improving student learning and academic achievement. The Richards on site community liaison coordinator will support parents in providing resources for parents.

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 Professional Development meetings, staff will be given PAC meeting dates for the option to attend if available; staff is required to submit documentation of phone calls in the form of monthly call logs. In the form of a Google Doc, teachers will enter and share resources they have regarding parental support, which will be provided to parents via the web site and U.S mail.

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 after school times, concurrently with Gadshill tutoring, SmartLunch (ESL classes) parents are invited into the school to use library resources.

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 parent publications are produced in Spanish and English, commensurate with school demographic information. Communications are on the web site in Spanish and English. Automated calls are made to homes in Spanish and English.

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)

N/A

Parent Compact   Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The school will provide high quality curriculum and instruction in a supportive environment by maintain strong Teacher Professional Development experiences where the agendas will be available in office 118 for parents to review. These agendas are available for PAC and LSC Meetings. Information on teacher training, resources and instructional updates are provided monthly in the LSC Principal's report. The mission of Richards Career Academy is to provide for our students a rigorous, standards-based, college and career focused education, combined with exemplary character development to foster academic achievement, preparation for post-secondary education, and to lay the foundation for life-long success.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent Teacher Conferences will be held during district Report Card Pick Up dates for fall and spring semesters, in addition to School mandated progress report grade pick up dates in September, February (Seniors and Freshmen) and April.

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

Grades are mailed to the homes every 5 weeks and picked up by parents on designated grade pick up days. Parents subscribe to Parent Portal in order to track their student's grades upon demand. Automated call notifications are made to homes to alert parents that grades are en route or ready for pick up.

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

Staff will be available during Parent-Teacher Conference days and during pre-arranged times during the sschool day (i.e. teacher prep periods). Teacher email addresses will be available on the school web site and upon request by parents.

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

Parents are requested to volunteer at the school and chaperon on field trips. Parents can complete CPS Volunteer Applications which are available in the school office and on the CPS web site.

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

Parents will assist their student learning via enrolling in Parent Portal, volunteering at the school and by chaperoning on field trips.

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 participate on CIWP team, LSC and school PAC. Parents will participate in decisions relating to the education of their children via the My Voice My School Survey and participating in parent meetings with counselor, case manager and administrators.

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 assure academic achievement by maintaining good attendance; seeking assistance when needed; completing assignments with fidelity and by providing feedback on instruction they are receiving. The Richards Career Academy Student Council will meet with the student body and convey to administration student concerns regarding the instruction students receive.

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.

1. Sponsor programs for parents on how to make the transition to high school easier, creating a "survival kit" for parents of 9th graders. (July - August)
2. Provide a description and explanation of the curriculum in use at the school, the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The school will also provide the discipline plan along with a tardy plan.(September - June)
3.Provide brainstorming sessions at least once monthly to provide parents the opportunity to share concerns and desires, to better improve the school environment and
student achievement. (September - June)

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.	$ 1000 .00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 300 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 200 .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)	$ 1000 .00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 250 .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.	$ 350 .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.	$ 200 .00
53510	**Postage** Must be used for parent involvement programs only.	$ 50 .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