



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/15/2016	ILT	Preview the SEF, decide the SEF rating process
01/21/2016	PPC	Approve the CIWP writing process, complete rating on aligned resources
01/21/2016	MTSS	Complete the assigned SEF categories (leadership and collective responsibility, Professional Learning, Multi-Tiered System of Supports)
01/29/2016	ILT	Complete the assigned SEF categories (Leadership and collective responsibility, Instructional leadership team, Professional learning, Curriculum, Instructional Materials, Rigorous Student Tasks, Instruction, Balanced Assessment and Grading)
01/28/2016	Culture Team	Complete the assigned SEF categories (Culture for learning, relational trust, Safety & order, Restorative approaches to discipline, Parent partnership)
02/02/2016	Advisory Team	Complete the assigned SEF categories (Leadership and collective responsibility, professional learning, Transitions, College and career access and persistence, relational trust, Student voice, engagement, and civic life)
02/05/2016	Full Faculty and ALSC and PAC representatives	Edit and approve the final SEF. Give input to appropriate goals and strategies.
02/12/2016	ILT	Draft goals and strategies
02/11/2016	MTSS	Draft goals and strategies
02/26/2016	ILT	Draft action steps
03/02/2016	Advisory Team	Draft goals, strategies, action steps
03/03/2016	MTSS	Draft action steps
03/11/2016	Full Faculty	Feedback on goals, strategies, action steps
03/18/2016	Full Faculty	Feedback on goals, strategies, action steps
03/24/2016	ALSC	Feedback on draft CIWP
04/14/2016	PAC	Feedback on draft CIWP, complete Parent Plan

04/29/2016	Full Faculty	Approve CIWP draft
05/14/2016	PAC	Approve CIWP draft and approve PAC budget
05/26/2016	ALSC	Approve CIWP and Budget

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 3 4

- Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.
 - o Our school has had a consistent vision and mission through leadership changes. This vision and mission was developed with a team of teachers, parents, students, partners, and community members.
 - o Our tagline of “independent and empowered learners” is used from the information session for possible candidates through graduation. Our CIWP priorities reflect this focus on explicitly teaching the non-cognitive skills necessary for full participation in school and life.
 - o This is our third year of using Core Values: Determined, United, Adaptable, and Achieving. These are explicitly taught to students as part of the First 20 Days routines. DeVry professors are given PD on how to use and integrate these values; our ACT incentive clubs and many of our school “gear” items incorporate these values, and they are prominently displayed in all DUAA rooms (high school and college)
 - o There is evidence that both students and teachers have integrated these core values into our daily language. For example, practice college interviewees report the majority of students use these values to describe their strengths.
 - o The staff is student-focused and uses the language of core values, vision, and mission in conversations with students.
 - o Each quarterly awards ceremony includes Core Value awards which recognize growth
- Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher’s own students).
 - o Our 5 Essentials report shows a strong commitment to the success of all students:
 - ? Teacher-Principal Trust = 96
 - ? Teacher-Teacher Trust = 99
 - ? Student-Teacher Trust = 99
 - ? Teacher-Parent Trust = 99
 - ? Teacher Influence = 97
 - ? Collaborative Practices = 98
 - ? Collective Responsibility = 99
 - ? School Commitment = 94
 - o School-wide supports include ACT prep, study hall, the QRI reading group, and the counseling How to Do School Group. In each case, faculty members are taking responsibility for all students and not just those in their classroom.
 - o All teachers have an advisory which supports the school-wide goals
 - Empower others to make or influence significant decisions.
 - o 5 Essentials Report
 - ? Teaching Influence = 97
 - ? Instructional Leadership = 98
 - ? Quality Professional Development = 99
 - ? Collective Responsibility = 99
 - ? Collaborative Practices = 99
 - o 90% of faculty serve on at least one school-wide leadership team; 100% of experienced teachers serve
 - o Weekly PD is embedded into the daily schedule.
 - o Bi-weekly PD is embedded into the schedule through use of flex days.
 - o PD is designed and delivered by teachers for the faculty.
 - o MTSS changed the referral process several times based on teacher feedback.
 - o Advisory scope and sequence open to feedback from full faculty each year.
 - o Every professional learning cycle concludes with an instructional round and feedback session where full faculty weighs in on strengths, opportunities, and next steps.
 - o Specific areas of strength (Excel, Atlas Rubicon, Google Apps, Fine Arts, ESL support, Special Education supports) are used to design PD for all faculty.
 - Employ the skills to effectively manage change.
 - o Full faculty monitors the CIWP four times a year
 - o Each CIWP priority is managed by a school-wide team
 - o Full faculty gets to review and approve each step of the CIWP writing process
 - o Data is reviewed regularly (practice ACT, advisory surveys, grades, attendance) and used to course-correct during the school year
 - Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.
 - o 5 Essentials:

- ? Program Coherence = 99
- ? Instructional Leadership = 98
- ? Effective Leaders = 98, highest in the State of Illinois
- Use the CPS Framework for Teaching to ground instructional guidance and coaching.
- o All PD is connected to Framework for Teaching
- ? DOK (ILT) to Domain 1 and 3
- ? Designing Tier 1 (MTSS) to Domain 1 and 2
- ? Unit plan design (PPC) aligned to Domain 1
- o Each individual staff member has a coaching and observation log with the principal. After each observation, next steps are followed up in a coaching environment. All teachers get at least one coaching visit and conversation between REACH observations.
- Enable staff to focus and prioritize what matters most.
- o Teachers may choose which CPS PD to engage in or not.
- o Teachers have freedom to start new partnership (Chicago Cares, Goodman)
- o CIWP priorities are focused on high leverage strategies and monitored. Anything not in the CIWP is not worked on by the full school.
- o Conservative budget practices have stabilized the school community for a few years.
- o Focus on common expectations, school environment, and Core Values helps maintain focus and buffer from distractions.
- o New Director of Culture and Recruitment has allowed counselor to focus on servicing students and principal to focus on instruction.
- o All PD is connected to a CIWP priority, or mandated by CPS.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

1 2 3 4

- Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement. Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.
- o All ILT-led PD is based on the professional learning cycle which includes a workshop on a new strategy, safe practice, professional readings and discussion, peer observation and feedback, looking at student work and an Instructional Round where everyone walks and everyone is observed.
- o After the instructional round, the full faculty completes celebrations, concentrations, and next steps to assess the effectiveness of the round and weigh in on the direction for the new cycle.
- o All professional cycles are centered around research-based strategies (annotation, MEL-Con, Question Formulation Technique, Using DOK) and connected back to our goal to increase reading, writing, and speaking skills.
- Share leadership for improving teaching and learning with representative school members.
- o ILT membership: Principal, English teacher, Math teacher, Spanish Teacher, and ESL / Bilingual Teacher
- o Represents a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- Use protocols and ask probing questions.
- o PD always has a protocol; the faculty has learned a set of protocols for PD that has also been generalized to classroom instruction.
- o Every PD includes finding the next level of work, meeting the needs of the faculty for the next step in the cycle; Often steps are repeated as needed and requested.
- Use timely and relevant data/evidence sources.
- o CIWP priorities based on a deep-dive of school performance and student performance metrics
- o School goals are reviewed annually with the full faculty
- o Progress monitoring include: practice ACT, grades, attendance, SEL screeners
- o ACT data is disaggregated for priority groups
- Schedule and structure frequent meetings.
- o We meet every other Friday and keep a running agenda and minutes in Google Drive
- Collaborate effectively, value transparency, and inform and engage stakeholders.
- o Team members have equity of voice
- o People are thanked weekly in the Bulletin
- o ILT reports out on CIWP process four times a year to full faculty and the ALSC (in addition to the monitoring)
- o 5 Essentials Report
- ? Teaching Influence = 97
- ? Instructional Leadership = 98
- ? Quality Professional Development = 99
- ? Collective Responsibility = 99
- ? Collaborative Practices = 99
- Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work (see above)

Guide for Instructional Leadership Team

- o **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?"
- o **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.)
- o **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.
- o **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).
- o **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- o **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.
- o **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Professional Learning:

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

Score

1 2 3 4

- 5 Essentials:
 - o Effective Leaders = 98, highest in the State of Illinois
 - o Collaborative Teachers = 98, very strong
 - o Quality Professional Development = 99, very strong
- Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.
 - o There is an opportunity to integrate more data review for topics
 - o ILT-led PD was on complex text, argumentative writing, and collaborative discussion. Once that was completed, the 5 Essentials indicators for Quality of Student Discussion = 99, very strong
 - o MTSS-led development: Tier 1 toolbox, using MBI for grouping and individual interventions, using ACT data for grouping
 - o Advisory survey shows 100% of teachers feel PD is effective in their role as advisor
- Use data to identify performance and practice gaps to inform PL plan.
 - o Meeting needs of all students: Health PD, CPR Training, Bilingual PD, PD by Deaf and Hard of Hearing Itinerant
 - o Advisory PD is differentiated by junior and senior level advisory
 - o CIWP priority areas determined by a review of school data
- Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)
 - o End of quarter advisory PD is responsive to advisory survey results
 - o ILT PD is based on the Professional Learning Cycle which consists of input, safe practice, professional reading and discussion, peer observation and feedback, looking at student work, and an instructional round
 - Structure time for teachers to collaborate and learn together.
 - o PD is embedded weekly on Tuesdays and "flexed" every other Friday
 - Make 'safe practice' an integral part of professional learning.
 - o Part of the ILT professional learning cycles
 - Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.
 - o MTSS: follow up with teachers on student performance and effectiveness of interventions
 - o Advisory team leads and supports individuals on their team. Principal walks through all advisory most weeks.
 - o ILT cycle is built to monitor implementation and effectiveness of practices
 - Provide induction and support for new teachers.
 - o 5 Essentials Socialization of New Teachers = very strong
 - o New teachers are supported by all.
 - o New teachers are provided a mentor internally and by CPS.
 - o New teachers get additional coaching observations and conversations with principal.
 - o New teachers have had classes co-taught with principal for support.
 - o Individual new teacher meeting on responsibilities, logistics, First 20 Days, etc.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.

- Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make ‘safe practice’ an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of ‘learning experiences’ for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School’s PD Plan – review for goal alignment – does the plan advance the school’s improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1 2 3 4

- Responsive Bell Schedule:
 - Our bell schedule contains three different daily schedules every week: a typical 8-period bell schedule, a schedule with two different advisory blocks, and a bell schedule that allows for flex PD after school bi-weekly.
 - Our faculty approved a creative flex of opening PD this year to accommodate the college classes starting a week earlier than high school. Rather than having three full days of PD, we had four half-days and a full day on Friday with self-directed time in the morning. This allowed us to run an extended orientation colloquium for our new junior students at the same time they were attending half-days for college classes.
- Align Budget to CIWP priorities
 - The three major annual purchases of programs and resources are:
 - ? Umoja: a research-based advisory program that improves school culture, non-cognitive skills, and post-secondary planning for all students. They are our partner for our weekly advisory program. This is aligned to our CIWP goals to improve college persistence and enrollment by explicitly teaching SEL skills
 - ? Cambridge: We give students a BOY and MOY practice ACT. Cambridge provides the released exams and the scoring. We not only purchase the individual score reports, but we also ask for reports by skill, teacher, and priority group.
 - ? DeVry University: our dual-credit and dual-enrollment partner enables all of our students to earn a free associate’s degree while still in high school and access all of DeVry University’s student service including career services, free software, computer labs, tutoring, and the university library.
 - Our latest report from purchasing on October 13, 2015, shows that we spent 12% off-contract, much lower than the district average of 30%
 - We have received Grants for the arts, and used the money appropriately to support our digital imaging and theater program. This is an area of opportunity for growth.
 - Supplemental funding supports our Tier 2 intervention of Study Hall. It also supports ACT tutoring, AP tutoring, the summer counselor, and the practice exams used to monitor progress of all students.
- Streamline purchase procedures
 - Teachers are able to make requests to the Principal directly. The clerk creates the PO within a day of the approved request.
- Evaluate the consequence of allocation on student outcomes

- o After two years of partnering with Umoja on a weekly student advisory, our average unweighted GPA growth increased from -0.06 to +0.27. The percentage of students graduating with higher unweighted GPAs than when they entered our program has increased from 43.3% to 79.1%
- o After two years of partnering with Umoja on a weekly student advisory, our college enrollment rate increased from 73.1% to 90.3%
- o The last two years of using Cambridge for practice ACT and data analysis have yielded an average increase of 3.2 points (2014) and 2.7 points (2015). This has been above the 50th percentile both years.
- o The last two years, 100% of seniors graduated with both their high school diploma and their college degree. This is an increase from the historical average of 83% according to DeVry's internal statistics.
- Collaborative hiring process
 - o All team members are invited to the interview for all candidates. The first round of interviews always includes teachers from the same disciplines.
 - o We have a process for hiring new candidates that includes set questions and a rubric that was developed as a team. New candidates first interview with a team and are invited back to demonstrate a sample lesson, a sample PD session, and a unit plan review.
 - o AP interviews included sample teacher feedback, a student discipline role play, a parent conference role play, and a recruitment elevator speech.
 - o Input is welcomed from all team members and the final decision is made by the principal.
- Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths
 - o In the last two years we have added a bilingual math teacher, bilingual English teacher, and bilingual clerk to better serve our students and parents.
 - o Of eight teachers, two have double-certifications that allow us to offer all classes needed by our students. One is French and math certified, the other is English and Social Studies certified.
- Effectively utilize RSP at the classroom level
 - o Our RSPs are scheduled to be with us 0.2 days or less
 - o Our psychologist gave a lesson on coping with stress and anxiety to all juniors after the BOY SEL screener showed a need.
 - o Our Deaf and Hard of Hearing itinerant gave PD to all teachers in order to support our students with hearing loss
- Use data to inform a retention strategy
 - o Our faculty is very stable. In the last two years, members have left for retirement, relocation, and change in necessary certification
 - o Our 5 Essentials report shows a positive working climate
 - ? Teacher-Principal Trust = 96
 - ? Teacher-Teacher Trust = 99
 - ? Student-Teacher Trust = 99
 - ? Teacher-Parent Trust = 99
 - ? Teacher Influence = 97
 - ? Collaborative Practices = 98
 - ? Collective Responsibility = 99
 - ? School Commitment = 94
- 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.
 - o We have partnered with CPD to teach all seniors about drunk and distracted driving
 - o We have partnered with the Goodman Theater to support arts integration school wide
 - o We have partnered with DeVry professors to provide professional development on adolescent development and teaching the growth mindset
 - o We have partnered with Umoja to develop a weekly advisory program for all students focused on SEL skills, goal setting, and post-secondary preparation.

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
Measures	✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

Score

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- Adhere to the CPS Content Frameworks to ensure alignment of scope and text and task complexity.
- o There is an opportunity to better align to the Frameworks
- o MEL-Con is used to support argumentative writing across the curriculum in all classes
- o English and Humanities classes contact a range of writings analyzing both fiction and non-fiction texts.
- o ILT has lead a professional learning cycle on using the DOK to align tasks to the rigor asked by the CCSS
- Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.
- o Vertical alignment is a challenge for our school (11th and 12th grade only)
- o There is an opportunity to be intentional and purposeful about horizontal alignment and cross-curricular integration
- 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.
- o All unit plans include Big Ideas and Essential Questions
- o There is an opportunity to be more intentional and purposeful on important course skills and knowledge that can be tracked formatively per student
- o All math classes have common Learning Targets that are tracked per student in each unit
- o Per class, grouping, lessons and tasks are designed based on previous student performance
- 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.
- o Literacy goals are specified in unit plans in all subjects
- o School-wide First 20 Day routines include skills for annotating, writing, and discussing that generalize across classes and have specific content "lenses."
- Engage all learners in content areas by fully integrating opportunities for all learners, including:
 - o Modifications and accommodations for DL and EL students are included in all unit plans
 - o There is an opportunity to use ELL standards in planning
 - o There is an opportunity to better differentiate and accelerate advanced students
- Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. honors, AP, gifted etc.)
- Integrate academic and social emotional learning.
 - o Advisory skills and protocols extend into classes
 - o Weekly Principal's Bulletin includes advisory topics for the week so all classes can reference them
 - o First 20 Days routines include explicit teaching of Core Values and growth mindset
- Reach outside of the classroom for real world (or simulated) application. For example,
 - o New math curriculum is based on real-world application.
 - o Science classes regularly use labs despite the lack of laboratories. Online simulations are also used
 - o Some students take field trips like the Blue Cross Blue Shield actuary trip, Goodman performances, Service Learning trips

Guide for Curriculum

- o **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.
- o **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).
- o **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.
- o **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).
- o **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.
- o **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (<http://apcentral.collegeboard.com/home>), gifted (<https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- o **Integrate academic and social emotional learning.**
- o **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Score

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)

1 2 3 4

- Aligned to curricular plans and expectations of the standards.
 - o All texts are at grade level
 - o AP texts are approved by College Board
 - o English and math materials are aligned to CCSS
- Varied and flexible.
 - o Most courses include online resources to extend or remediate such as Kahn Academy and flipped classroom lessons
- Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs. Equitably available and accessible to all teachers and students.
 - o All texts are aligned to grade level expectations
 - o A variety of novels and non-fiction texts are available to all teachers
 - o All teachers have been able to request texts and supplemental materials. Most if not all requests have been granted over the last two years.
- Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.
 - o Most courses have a webpage with resources and supports
 - o Teachers utilize Google Apps and Remind 101
- Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.
 - o See above
 - o Some science labs are online simulations
 - o Some assessments are web-based and allow teachers access to data by student by item
- 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.
 - o There is a variety of text and online resources
 - o Senior Humanities is piloting use of Kindles

Guide for Instructional Materials

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

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

- Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
 - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
 - The teacher models effective use of various materials.
 - Students understand that materials are a means to acquire language, knowledge, and competencies.
 - Technology enhances students' higher order, creative thinking and problem solving.
 - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
 - Students make choices about instructional materials as part of learning.
 - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
 - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

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)

1 2 3 4

- Begin with the belief that all students can learn. (see Culture for Learning)
 - 5 Essentials Academic Press = 99, very strong
 - Culture for Learning = 3
 - Most teachers have Proficient or Distinguished ratings for 2B
 - Students are given opportunities to re-take assessments after finishing tutoring or other remediation. Students are encouraged to learn from mistakes (the growth mindset).
- Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.
 - Tasks are grade appropriate and challenging
 - AP classes use sample AP Exams for assessments and classroom activities
 - Tasks are literacy based and require reading, writing, and discussion
 - Mathematics tasks are based on problem solving and real world application. Many problems have multiple solution pathways
 - Create 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.
 - There is an opportunity here
- Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.
 - Looking at student work with a local protocol is included in each professional learning cycle at least once

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see Culture for Learning)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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)

Score

1 2 3 4

- **TRANSITIONS** - Have structures and processes in place to ensure successful transitions (e.g. grade to grade, school to school, and school to post-secondary).
 - o New students and parents have a day-long orientation focused on resources, strategies, and skills needed to be successful in high school and college.
 - o New students have a week of half-day colloquium focused on habits of success, goal setting, and available resources.
 - o All students are monitored for grades and attendance every other week by MTSS.
 - o We partner with Umoja for our advisory and colloquium programming.
 - o We fund the summer counselor to avoid "summer melt".
 - o There is an opportunity to establish a routine to follow up during the first year.
- **AWARENESS** - Expose students early to academic/professional worlds beyond K-12.
 - o Students take a career development course through the university.
 - o Students take inventories through Naviance such as the Myers-Briggs Inventory and career interest inventories.
 - o There is an opportunity to expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - o Parents made aware of academic opportunities and supports for their child through the newsletter, website, PAC meetings, robo-calls, and teacher calls.
- **READINESS** – Ensure equitable access to college preparatory curriculum.
 - o All students graduate with an associate's degree and no college debt.
 - o Students analyze their transcript during advisory once a semester, and set goals and action steps for improvement.
 - o Students are provided BAG (behavior, attendance and grades) reports every two to three weeks to monitor their progress.
 - o Students receive a bi-weekly attendance incentive.
 - o Students are recognized at quarterly award ceremonies; every quarter is a new chance to reach high standards.
 - o There is an opportunity to create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - o In advisory and in all classes students work on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation. There are Tier 2 and Tier 3 interventions for these behaviors.
- **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:
 - o Consumer Ed. final project for all juniors is to develop a life plan and budget including career and likely salary
 - o College reps are invited to DUAA. Students go on college trips and to college fairs
 - o SQRP Data:
 - ? Drop-out = 0%
 - ? Attendance = 96.7%
 - ? Early College Credit = 100%
 - o There is an opportunity to help students select 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)
 - o There is an opportunity to help students research/compare options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - o There is an opportunity to help students research 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.
 - o All students apply to multiple colleges. Three (reach, match, safety) are required per senior contract and monitored by advisory teachers. Students who do not complete independently have one-on-one time with the counselor and/or career coach.
 - o The last two graduating classes with about 100 students were offered over \$8 million worth of scholarships.
 - o There is an opportunity to more intentionally equip students and families with persistence strategies. (College Persistence Toolkit)

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.

- Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

The teachers have finely honed instructional skills. They can shift from one approach to another as the situation demands by carefully monitoring the effect of their teaching on student learning. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They promote the emergence of self-directed learners.

Score

1 2 **3** 4

- Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.
 - o Instruction in all courses is at grade level and includes a variety of pedagogical approaches.
- Effectively communicate with students.
 - o Average 3A score is proficient.
 - o There is an opportunity to better anticipate misconceptions, guide students to make connections about the relevance of their learning, and make real world connections.
- o Literacy, including vocabulary, is included in all unit plans.
- Use questioning and discussion as techniques to deepen student understanding and challenge.
 - o Average 3B score is proficient.
 - o ILT has lead professional learning cycles focused on teacher questions and enabling students to ask questions (Question Formulation Technique).
 - o MEL-Con requires students to cite evidence for claims in all classes.
 - o There is an opportunity to more frequently and consistently have students ensure all voices are heard in discussion. It does happen occasionally, such as during seminar.
- Engage students in learning.
 - o There is an opportunity to be intentional about scaffolding.
 - o Grouping in all classes is data-based and aligned to the instructional task: sometimes it is heterogeneous, homogenous, based on Myers-Brigg and/or mastery level.
- Monitor the effect of teaching on student learning and integrate formative assessment into instruction.
 - o There is an opportunity to be more intentional and purposeful on specific course outcomes and the assessment and tracking per student.
 - o Average score on 3D is proficient.
 - o There are choices for projects in most classes.
- Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.
 - o Most teachers offer out of class tutoring to address individual needs.
 - o There is an opportunity to incorporate more differentiation and targeted feedback and instruction during class.

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
 - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
 - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
 - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
 - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

Score

1 2 3 4

- TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)
 - o Teachers monitor and intervene during the first five weeks of the quarter. Referral to MTSS if a student is struggling.
 - o MTSS meets bi-weekly to monitor individual students, set an action step, and review effectiveness of intervention.
 - o Grades are monitored weekly in the last five weeks of each quarter for study hall.
 - o Students who remain on study hall at the end of the first and second quarter are referred for individual coaching.
- TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').
 - o First 20 Days focus on agency routines like "What Do DUAA Students Look Like," Core Values, IDK (I don't know) protocol
 - o Goal setting lessons around BAG reports and ACT occur within advisory
 - o Transcript reviews are paired with reflection and goal setting each semester
 - o Advisory lesson on "wrapping up the first semester" provides an opportunity for reflection and goal setting.
 - o BAG reports are delivered every two – three weeks so students can monitor their progress
 - o Students receive a scholar dollar every time they maintain perfect attendance for two weeks
- ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)
 - o MTSS meets every other week to monitor grades and attendance of individual students.
 - o Study hall process monitors grades each week: students with a D or F are assigned study time.
 - o Bi-weekly attendance incentive monitors attendance every other week.
- 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.
 - o School psychologist trained all faculty and college dean on being an individual coach for effective effort.
 - o School psychologist works with MTSS team to complete BESS and BASQ screeners and make appropriate referrals.
- o MTSS protocol:
 - ? 1: What is happening? Review behavior, attendance, and grade data
 - ? 2: Why is this happening?
 - ? 3: What is our action? Who is responsible?
 - ? Next week: repeat. Was it effective? What is next?
- PLPs not applicable
- 5 Essentials:
 - o Ambition Instruction = 84, very strong
 - o Collaborative Teachers = 98, very strong
 - o Supportive Environment = 91, very strong
- Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.
 - o We maintain 100% IEP and 504 compliance.
 - o PAC monthly meetings focused on how parents can support their student. Meeting schedule:
 - October 10, 2015 @10:00 am Juniors: dual credits and graduation planning Seniors: college process
 - November 19, 2015 @ 1:00 pm and 5:00 pm All students: state of the school and discuss college scholarships
 - December 5, 2015 @ 10:00 am All students: Financial Aid and FAFSA Workshops
 - January 23, 2016 @ 10:00 am Juniors: ACT preparation and how to apply for jobs/internships Seniors: FAFSA workshops for parents and how to complete the FAFSA
 - February 20, 2016 @10:00 am All students: transcript review and graduation planning
 - March 19, 2016 @10:00 am Juniors: discuss Internet safe Seniors: discuss award letters
 - April 14, 2016 @ 1:00 pm and 5:00 pm All students: review PARCC better understanding of testing and assessments.
 - May 14, 2016 @ 10:00 am Juniors: summer time line: what students need over the summer, college tours, essays, applying for colleges. Seniors: senior events, college persistence

Guide for Multi-Tiered System of Support

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

- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

1 2 3 4

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.

- Use multiple measures (range of assessment types and multiple points in time) supplementing district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
 - Two practice ACTs a year are given and analyzed at the student level.
 - Average 3D score is proficient.
 - Math and physics classes use a form of standards-based grading, including multiple attempts to show mastery.
 - Class assessments vary in type (projects, writing, multiple choice, short answer, essay).
- 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)
 - This is done by class; there is an opportunity to be more intentional and purposeful.
 - BOY ACT provides understanding of where new students are skill-wise.
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
 - IEP and 504 needs are met for all students.
- Utilize assessment that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
 - An adoption of the new Integrated Math Series includes unit projects based on real-world modeling and explanation of mathematical thinking.
 - English assessments include writing across multiple texts including fiction and non-fiction.
- Improve and promote assessment literacy.
 - This is an area of opportunity, but most course are taught only by one teacher
- Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.
 - Common grading scale school-wide
 - Grades monitored bi-weekly by MTSS
 - GradeBooks are updated weekly with at least two assessments. Common deadline of 9 am on Fridays so all can monitor grades

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
CPS Performance Standards for School Leaders	4b. Maintaining Accurate Records
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

- Create a culture that reflects a shared belief in the importance of learning and hard work. Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - o In advisory, students set goals and develop action plans based on BAG (behavior, attendance, and grades) reports and practice ACT scores. These goals are connected to attending and succeeding in college
 - o In advisory, students are explicitly taught work ethic
 - o Students are continually expected to meet high expectations, and are given chances to show mastery again and again while still being held accountable for the work
 - o BOY Advisory Survey (Agree or Strongly Agree)
 - ? Advisory helps me monitor my grades = 84.3%
 - ? My advisory teacher regularly talks with me about my grades and/or transcript = 77.9%
 - ? What I learn in advisory helps me to do better in my high school / college classes = 69.2% / 66.8%
 - ? Advisory has helped me better understand how my work ethic contributes to my success as a student = 77.9%
 - ? I believe I can get better grades if I work hard enough = 97.6%
 - o Growth mindset is explicitly taught as part of the First 20 Day routines
 - o All students earning a “C” or better in all classes is part of the CIWP priority
 - o Students are monitored weekly and sent to study hall in the last five weeks of the quarter if they earn a D or F in their class.
 - o Quarterly awards ceremonies recognize Honor Roll, Perfect Attendance, and Core Value awards for grit. All students have equal chance to be recognized each quarter
 - o All students are recognized by the end of the year.
 - o Students are encouraged to share struggles and receive “just-in-time” support
 - o Counselor runs “How to Do School” group for students struggling
 - 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.
 - o Juniors and seniors are held accountable to a contract each year
 - o 3D scores are generally proficient or distinguished for most teachers
 - o 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.
 - o Some courses have used a work ethic reflection
 - o There is an opportunity to have students better self-assess and monitor effectiveness of learning and organizational strategies
 - Provide students frequent, informative feedback.
 - o Feedback is targeted on improvement
 - o Formative assessment is frequent in most classrooms
 - o GradeBooks are updated weekly with two grades per class
 - o IDK protocol encourages students to take responsibility for persevering to solve problems
 - Develop academic mindsets and behaviors.
 - o Explicitly teach the Growth Mindset in all classes
 - o Encourage students’ sense of belonging to the school and classroom community (see Relationships). See BOY Advisory survey results
 - o See Study Hall and MTSS. BAG reports are distributed every two to three weeks.
 - o Behavior, skills, and work expectations are related to being successful in college and career, not just the course
 - o “What do Wonderful DUAA Students Look Like?” is part of the school-wide First 20 Days

Guide for Culture for Learning

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

Evidence, Measures, and Standards

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

Relational Trust:

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

- Develop trusting relationships with students so each student has at least one trusted adult in the school. Adult-student interactions are positive, caring, and respectful.
- o 5 Essentials
- ? Supportive Environment = 91, very strong
- ? Student-Teacher Trust = 99, very strong
- ? School Connectedness = very strong
- o BOY Advisory Survey (Agree or Strongly Agree)
- ? Advisory helps me feel like I belong at this school = 78.5%
- ? I have a meaningful, positive relationship with my advisory teacher = 91.8%
- Student interactions are mutually supportive and respectful, with strong norms for positive behavior.
- o 5 Essentials
- ? Student Peer Relationship = very strong
- ? School Safety = very strong
- ? 2D is consistently Proficient or Distinguished for all or most teachers
- ? Core Values, including Unity, are taught explicitly
- o BOY Advisory Survey (Agree or Strongly Agree)
- ? There are students in my advisory who encourage and support me = 90.7%
- ? Students in my advisory get along with each other = 98.8%
- o SCC violations do not include physical fighting
- o There is an opportunity to develop an intentional mentoring program
- There is an opportunity to engage in training about understand diversity and its' impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.
- o Service Learning Club works with Chicago Cares
- o Mission includes “atmosphere of mutual respect and trust” and is a guiding principle. Core Values include Unity which stresses mutual respect and tolerance for all
- o There is an opportunity to have more explicit training for all on working with diverse communities.
- Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)
- o 5 Essentials
- ? Teacher-Teacher Trust = 99, very strong
- ? Teacher-Principal Trust = 96, very strong
- ? Collaborative Practices = 99, very strong
- ? Collective Responsibility = 99, very strong
- ? Quality Professional Development = 99, very strong. PD is mostly provided for teachers by teachers, not outside consultants.
- ? Teacher Influence = 97, very strong
- ? Instructional Leadership = 98, very strong

Guide for Relational Trust

- o **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.
- o **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.
- o **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagement, & Civic Life:

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

- Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase engagement with the school.
- o Clubs are based on student interest. Some clubs persist (Service Learning, National Honors Society, Student Council, Peer Council) but all others go through a yearly application process: as student interest changes, so do our club offerings.
- o Approved Clubs 2015 – 2016
- Club Contact
- Bike Club:
Learn about bike culture, bike safety and maintenance, take group rides. Ms. Blackwood
Kevin Vlad
Campbell Scoop:
DUAA's literacy magazine Ms. Schiller
Kaneisha York
- Glee Club:
Sing and enjoy music Ms. Guerrero
Gabriela Bravo
- Goodman Theater Club:
Learn about theater and attend Goodman Performances Mr. Hungerford
- Latin Dance:
Dance and have fun! New and experienced dancers welcomed. Ms. Hamilton
Enrique Mejia,
Juan Pablo Espino, Adrian Galicia
- National Honor Society:
Recognizing excellence in scholarship, leadership, service, and character. By induction only. Ms. Miller
- Peer Council:
Work with students to repair any harm done to the DUAA community Ms. Drake

- Photo Club:
Meet monthly to learn about photography and take pictures Mr. Hungerford
& Mr. Brown
- Robot Club:
Build robots and compete against other robots! Prof. Bierbauer pbierbauer@devry.edu
- Service Learning Club:
Design and participate in service learning events. Help our larger community and develop leadership skills. Ms. Vazquez
- o We do not monitor impact nor quality
- Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).
- o Students rank programming choices
- o Final decisions are based on graduation requirements
- o All students are in the dual-credit, dual-enrollment program
- o SQRP Early College Credential = 100%
- o AP Enrollment has increased from 55% ? 66% in two years per Network data. Offerings have expanded to include AP Calculus BC and AP Physics.
- Have a choice.
- o Choice of research project in ENG 135
- o Choice of research project and presentation in Ethics
- o This is an area of opportunity.
- Have a voice and take informed action.
- o Advisory surveys BOY, MOY, EOY are taken. They are discussed by faculty and not with students.
- o There is a student council; responsibilities are not well-defined.
- o National Honors Society takes initiative for voter registration, pantry drive for the full school.
- o Peer Council made the list of possible second chance standards for seniors.
- o This is an area of opportunity.
- Connect to decision-makers.
- o National Honors Society held a voter registration drive the first two weeks in February.
- o This is an area of opportunity.
- Make positive contributions to the school and community.
- o Service learning club partners with Chicago Cares.
- o This is an area of opportunity.
- Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.
- o This is an area of opportunity.
- Consider how people in a democratic society effect change? Their roles and responsibilities as a member of the community? In high school, students are enrolled in Civics courses.
- o This is an area of opportunity.

Guide for Student Voice, Engagement, & Civic Life

Students...

- o **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
 - Student needs, interest, and input are solicited for student programming.
 - Impact and quality of extracurricular and enrichment activities are measured regularly.

- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
 - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
 - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
 - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Connect to decision-makers.**
 - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
 - Students learn about issues and candidates, prepare voter education materials and get involved.
 - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
 - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
 - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
 - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

- Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.
 - o 5 Essentials
 - ? Supportive Environment = 91, very strong
 - ? Safety = 67, strong
 - ? School-wide Future Orientation = 99, very strong
 - ? Student – Teacher Trust = 99, very strong
 - ? Student School safety = very strong
 - ? Teacher safety = very strong
 - ? Student Peer Relationships = very strong
 - ? Student Connectedness = very strong
 - Provide clear procedures for reporting and responding to safety concerns.
 - o We have an established Emergency Management Team.
 - o Our FIMS plan is kept up to date.
 - o We complete all expected drills and the allergen drill.
 - o Opening fall PD always includes emergency management training.
 - o Step-by-step guide to respond to emergencies, class rosters, and ELSA codes in red folders in all classrooms.
 - Manage efficient and orderly transitions between activities.
 - o First 20 Day activities include orderly transitions throughout school.
 - o Halls are safe and generally orderly.
 - o There has been no instances of physical misconduct in two years.
 - Provide a framework for positive behavior throughout the school based on shared values and expectations.
 - o Core Values are posted and reinforced by all members of the DUAA team, including the college faculty and staff.
 - o Junior and Senior contracts hold high expectations for all students.
 - Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.
 - o First 20 Day routines explicitly teach behavior expectations for all.
 - o We can improve on ID monitoring.
 - Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
 - o Discipline is instructive and not punitive: teachers and administration focus on what went wrong, why, and how to make improvements.
- Teacher Expectations in Opening PD: Safety and security is everyone's responsibility. When everyone helps to contribute to a safe and civil school environment, everyone benefits. At a minimum, all teachers are expected to:
- o Be in the hallways, at your door, during each passing period to monitor and encourage students to get to class on time (if you are traveling, please monitor your door once you arrive and double-check IDs for students in the room!)
 - o Welcome students into class, and check for IDs as they enter.
 - o Support the School-wide core values
 - o Intervene (student conference, parent phone call, etc) for minor acts of misconduct in the classrooms. Office referrals are appropriate for major acts of misconduct or when interventions for minor acts have been unsuccessful and require the support of the principal.
 - o Always treat students with respect, and diffuse situations rather than engage in power struggles with students
 - o Review emergency management procedures and update your red folder

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1 2 3 4

- PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.
 - o Core Values and "What Do DUAA Students Look and Sound Like?" are posted in all rooms and explicitly taught to all students are part of the First 20 Days
 - o The First 20 Days strategies that are taught to all students also include common instructional routines such as annotation, MEL-Con, and Conversation Roundtable
 - o Full First 20 Day list of strategies with pages in student and parent handbook:
 - Culture Reading, Writing, Speaking and Listening
 - Core Values
 - Pg 2 / Poster Collaborative Presentation Annotation
 - Pg 15 / Poster
 - Growth Mindset Conversation Round Table MEL-Con
 - Pg 14 / Poster
 - Level of Conversation
 - Poster (Pg 9) Accountable Talk IDK routines
 - Pg 16 / Poster?
 - What do DUAA students look like?
 - Pg 8 Numbered Heads Together Class Rules / Procedures / Grading / Syllabus
 - Think-Pair-Square and listening! QFT
 - o Culture team organizes routines to support a restorative environment. While each response is tailored for the student, situation, and severity of misconduct, In general:
 - ? First offense: Principal/Counselor/ Admin/Teacher conference focused on what went wrong and proper strategies. Reflective apology letter is written.
 - ? Second offense: Student is referred to Peer Council. Restorative consequences are assigned once student has full understanding of the harm caused; parents are contacted.
 - ? Third offense: parent/admin/student conference
 - ? Fourth offense: SCC write up
 - o All juniors and seniors receive contracts that summarize their major expectations for the year as well as the consequences of not meeting expectations.
 - o For students who are able to reflect on why they did not meet expectations, second chance contracts are offered by principal and counselor giving students a second chance to meet a higher standard to earn the privilege back.
 - o Students are recognized each quarter at an Awards Ceremony for Honor Roll, Perfect Attendance, and Core Values. Each quarter is a new chance for all students to reach these levels of excellence
 - o Bi-weekly attendance incentives provide multiple opportunities for students to improve and be recognized.
 - o Teachers maintain contact logs. Families are contacted when needed. Mission of independent and empowered learners means we work with students first
- INSTRUCTIVE - Integrate universal SEL skills instruction and core content.
 - o Weekly advisory lessons are aligned to SEL standards. Students receive explicit instruction on decision making, goal setting, hard work, and healthy relationships.
 - o Advisory BOY survey (Agree and Strongly Agree)
 - ? I believe advisory contributes to my success as a student = 76.7%
 - ? I have a meaningful, positive relationship with my advisory teacher = 91.8%
 - ? There are students in my advisory who encourage and support me = 90.7%
 - ? The Kimochi / Circle check in we do in advisory have helped me become more aware of my feelings = 50.6% / 54.7%
 - o First 20 Days explicitly teaches school culture.
- RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.
 - o Ensure classroom instruction continues when problem behavior occurs.
 - ? Most misbehavior is handled effectively at the classroom level. 2D performance is consistently at the Proficient or Distinguished level for all faculty
 - ? If an issue cannot be handled during class, student is sent to the office for resolution and classroom instruction continues
 - o Suspension is rarely used and only for drugs, weapons, and theft. Even then, it is one day and paired with restorative practices. ISS is also a last resort after all other restorative practice have been exhausted. From CPS.EDU:
 - ? # of OSS per 100 students in 2015 = 1.0. CPS average = 20.8
 - ? %of misconducts resulting in OSS in 2015 = 9.1%. CPS average = 18.3%
 - o While each response is tailored for the student, situation, and severity of misconduct, in general:
 - ? First offense: Principal/Counselor/ Admin/Teacher conference focused on what went wrong and proper strategies. Reflective apology letter is written.
 - ? Second offense: Student is referred to Peer Council. Restorative consequences are assigned once student has full understanding of the harm caused. Parents are contacted
 - ? Third offense: parent/admin/student conference
 - ? Fourth offense: SCC write up
 - o Counselor runs peer council. Counselor and Culture Director work together to address misbehavior in an instructive and restorative way (see above)
 - o Teachers are included in the response to referral process. Often the first step is to hold a restorative conference with the student, teacher, and culture team member.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Post and refer to clear, positively stated expectations and model expected behaviors.

- Create routines and procedures central to the learning environment.
- Engage families as partners.
- Contact families frequently to inform them of positive student behavior and progress.
- Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
 - Ensure classroom instruction continues when problem behavior occurs.
 - Prefer responses that do not remove students from regular instructional setting or after school activities.
 - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
 - Support teachers to engage in restorative conversations or respond to behavior incidents.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
 - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
 - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
 - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
 - Designate space and consistent staff to support implementation of ISS.
 - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

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

Score

1 2 3 4

- Establish a non-threatening, welcoming environment that is warm, inviting, and helpful.
- o 5 Essential Survey Results
 - ? Involved Families = 99, very strong
 - ? Teacher-Parent Trust = 99
 - ? Parent Involvement in School = 99
 - ? Parent Influence on Decision Making in Schools = 99
- o Clerk is bilingual and works extended day every day so that all parents can contact the Main Office from 7:00 am until 4:00 pm
- o Parents have access to Counselor and Principal email and direct lines
- 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).
- o New student orientation is focused on student success and resources for students and families. 100% of new students attend with a parent or family representative.
- o Winter Showcase is open to all parents. Students are encouraged to bring family members as part of the experience. Invitations are sent in both languages via email and robo-call, and skits included Spanish language scenes.
- o On average, over 75% of parents attend Report Card Pick up. Information is sent via email and robo-call in English and Spanish.
- o Monthly PAC meetings are scheduled based on a parent survey at the beginning of the year. In 2015-2016, the average attendance has been 25/197 families. Materials are sent out via the newsletter for families who cannot attend.
- Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
- o All staff contact is included in syllabi, the student and parent handbook, and online
- o Teacher – Parent Communication Expectations
 - ? When parents are involved, students achieve more. Remember that parents are our partners. In order to build empowered and independent learners, a phone call home may not be the first intervention, but if the issue does not resolve quickly, we must let the parents know if:
 - ? A student is in danger of failing.
 - ? A student is not meeting behavior expectations.
 - ? There is a repeated attendance issues; (the main office makes daily calls)
 - ? Maintain a positive tone of respect and partnership.
 - ? Return calls/emails promptly, within two business days.
- o May PAC meetings always include a chance to revise the Parent Involvement CIWP plans
- o ALSC meetings are held four times a year. Parent representatives are able to give feedback and raise concerns.
- Solicit family's support and engage 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).
- o We held five FAFSA workshops on Saturdays and various evenings in addition to the school-time FAFSA workshops for families.
- o PAC topics for the 2015 – 2016 school year are aligned with the school calendar and focus on how parents can support their students' success in school and post-secondary planning:
 - o schedule:
 - October 10, 2015 @10:00 am Juniors: dual credits and graduation planning Seniors: college process
 - November 19, 2015 @ 1:00 pm and 5:00 pm All students: state of the school and discuss college scholarships
 - December 5, 2015 @ 10:00 am All students: Financial Aid and FAFSA Work shops
 - January 23, 2016 @ 10:00 am Juniors: ACT preparation and how to apply for jobs/internships Seniors: FAFSA workshops for parents and how to complete the FAFSA
 - February 20, 2016 @10:00 am All students: transcript review and graduation planning
 - March 19, 2016 @10:00 am Juniors: discuss Internet safe
 - Seniors: discuss award letters
 - April 14, 2016 @ 1:00 pm and 5:00 pm All students: review PARCC better understanding of testing and assessments.
 - May 14, 2016 @ 10:00 am Juniors: summer time line: what students need to do over the summer, college tours, essays, applying for colleges.
 - Seniors: senior events, college persistence
- o Parent volunteers help with our recruiting event and highlight our responsiveness and support.
- o All courses send home syllabi explaining the learning expectations, grading policies, and additional resources are sent home to parents in the beginning of the year and are posted on the website.
- o Parents have volunteered to help sponsor clubs, run refreshments at Homecoming, and provide monetary support for student activities.
- o All ALSC parent positions are full.
- o All PAC officer positions are full.
- o Our Parent Portal Rate is 76%. The bi-weekly newsletter and the website include instructions on how to access grades and attendance, and who to contact for support.
- Frequently communicate with families about class and individual activities and individual student's progress.
- o BAG (behavior, attendance, and grades for both high school and college) are sent home every two or three weeks. A robo-call is sent so parents know to ask for it, and who they can contact for another copy if needed.
- o The school provides consent for vision and dental clinics as part of the orientation paperwork. Vision clinics, dental cleanings, and flu shot clinics are provided throughout the year
- o We are in 100% medical compliance
- Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.
- o MTSS monitors student attendance bi-weekly
- o Bilingual clerk makes home contact daily for tardies and attendance. Teachers make contact for patterns or two or more absences or tardies.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ☐ = Not of focus
2	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 ☐
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 ☐

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

Goals

Required metrics (Highschool)

13 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
We have been at highly organized for two years and plan to continue this high level of excellence.	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
The directions say to leave blank, but the system won't let me, so I'm putting in 0	62.00	(Blank)	0.00	0.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
The directions say to leave blank, but the system won't let me, so I'm putting in 0	(Blank)	(Blank)	0.00	0.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
The directions say to leave blank, but the system won't let me, so I'm putting in 0	70.00	(Blank)	0.00	0.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
The directions say to leave blank, but the system won't let me, so I'm putting in 0	(Blank)	(Blank)	0.00	0.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT				

Assessments

The directions say to leave blank, but the system won't let me, so I'm putting in 0	(Blank)	(Blank)	0.00	0.00
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National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

The directions say to leave blank, but the system won't let me, so I'm putting in 0	66.00	(Blank)	0.00	0.00
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Freshmen On-Track Rate

N/A - we only serve 11th and 12th graders	(Blank)	(Blank)	0.00	0.00
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4-Year Cohort Graduation Rate

N/A - we only serve 11th and 12th graders	(Blank)	(Blank)	0.00	0.00
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1-Year Dropout Rate

We have had 0% drop out rates for the last two years and plan to continue this high level of excellence	(Blank)	(Blank)	0.00	0.00
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College Enrollment Rate

We have seen two significant increases in college enrollment (2015 was 52.7%). This is a result of implementing a new purposeful advisory program with a strong post-secondary planning. As we continue to grow this program, we expect to decrease the percentage of students not enrolled in college by 10%	79.10	90.30	91.20	92.10
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College Persistence Rate

Persistence lags by two years. We have seen the decrease in persistence at the same time we have seen the enrollment improve. We theorize that this means we need to improve our advisory program when it comes to finding the best college fit and financial planning. 2017 and 2018 persistence numbers will be from the classes with the improved advisory program. We expect to see persistence increase by 5% each year.	74.70	65.30	70.30	75.30
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Average Daily Attendance Rate

We are proud of our high ADA. We will continue to work to decrease absences by 10% each year.	96.40	96.70	97.00	97.30
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Custom metrics

3 of 3 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Percent of students with increased unweighted GPA				
Our focus on academic and SEL support should increase the percent of students with higher unweighted GPAs should increase.	71.00	79.10	81.20	83.00
Restorative Practices				
We are an exemplary SEL school and will continue to increase the percentage of restorative practices used.	62.90	74.50	80.00	85.00
The percentage of students who finished the associate's degree at DUAA				
Our goal is to maintain our excellent associate's degree graduation rate.	100.00	100.00	100.00	100.00

Strategies

Strategy 1

If we do...

maintaining our systems of monitoring and intervening while adding school-wide professional development focused on Tier 1 classroom practice and differentiation

...then we see...

more effective differentiation and more effective problem-solving

...which leads to...

higher GPA, fewer students in study hall, more consistent growth at all performance levels.

Tags: MTSS, Diverse Learners, English Learners, Personalized Learning

Area(s) of focus: 1, 2, 3

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Deliver PD in opening days on building strong Tier 1 practices	MTSS team	Jul 1, 2016 to Sep 2, 2016	PD calendar, course syllabi	Completed
Continue BESS and BASQ screeners for small group and individual interventions	Tina Drake, MTSS team	Sep 5, 2016 to Jun 22, 2018	Screener results, small groups and individual intervention logs	On-Track
Continue screening grades week 5 - 10 of every quarter for study hall and individual executive coaching interventions	MTSS team	Sep 4, 2016 to Jun 22, 2018	Study hall lists, GPA increases	On-Track
Provide PD focused on using diagnostic screeners for intervention and differentiation within classrooms	MTSS team	Sep 4, 2017 to Feb 2, 2018	PD plans, differentiation in unit plans	Not started

Strategy 2

If we do...

revise our advisory curriculum to include a stronger focus on career paths beyond college

...then we see...

students being able to connect today's action with tomorrow's results

...which leads to...

increased college fit, enrollment, and persistence.

Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement

Area(s) of focus: 4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
The A-Team will plan one college major (for juniors) or career (for seniors) lesson in advisory for each quarter.	A-Team	Jun 1, 2016 to Sep 1, 2016	Advisory scope and sequence	Completed
Give a Needs Assessment during first quarter for juniors indicating each student's ideas for college plans, majors, and career plans including a certainty scale.	A-Team	Aug 28, 2016 to Sep 2, 2016	Lesson plan within the opening Junior Colloquium	On-Track

Give a Needs Assessment during first quarter for seniors indicating each student's ideas for college plans, majors, and career plans including a certainty scale.	A-Team	Sep 5, 2016 to Nov 18, 2016	Lesson plan within the senior advisory curriculum	On-Track
Faculty will participate in PD focused on career resources such as Naviance and O*Net	A-Team	Sep 5, 2016 to Feb 3, 2017	PD calendar and facilitation guide	On-Track
Each teacher will post information about a career related to their subject area once a quarter	A-Team, full faculty	Feb 6, 2017 to Jun 29, 2018	Career Corner displays in each class room	Not started
DUAA will work closely with DeVry University Career Services. We will integrate them into PAC meetings, we will prepare our students for the University Career fairs, and include Career Services in the opening scavenger hunt and "Who's On My Team" activity.	A-Team	Sep 5, 2016 to Jun 29, 2018	PAC meeting minutes, advisory activities, number of students participating in fairs (tracked by DVU)	Not started
The culminating projects for AP classes after the exam will include a career component. All juniors will have a culminating career project in consumer education. Work will be publicly displayed to inspire all students.	A-Team	May 15, 2017 to Jun 22, 2017	Unit plans, displayed student work.	Not started
Seniors will complete an exit survey on college plans, major, and career plans. We will use this as an assessment of our efficacy.	A-Team	May 15, 2017 to Jun 12, 2017	Survey results	Not started
Juniors will complete a survey at the end of the year to determine their college and career planning needs for their senior year. This will include the results of the ACT interest inventory.	A-Team	Jun 12, 2017 to Jul 21, 2017	Lesson plans for the junior post-secondary colloquium	Not started

Strategy 3

If we do...

use our PD time to focus on aligning curriculum maps to standards and designing formative and summative assessments that measure mastery of learning targets

...then we see...

teachers knowing each individual student's progress in learning as measured by the CCSS

...which leads to...

higher individual academic growth for all students which translates into higher college entrance scores and higher GPAs

Tags:

Core Instruction, Assessment, Curriculum Design, ILT, Cycles of professional learning

Area(s) of focus:

1, 2, 3

Action step 	Responsible 	Timeframe 	Evidence for status 	Status 
PD will focus on writing and refining unit course maps to be aligned to CCSS	ILT	Sep 5, 2016 to Nov 4, 2016	Atlas Rubicon unit plans and course maps	On-Track
Use Atlas Rubicon to check for horizontal and vertical alignment and coverage of 11th and 12th grade CCSS. PD will focus on using these reports and adjusting curricula as needed	ILT	Nov 7, 2016 to Jan 27, 2017	Atlas rubicon reports showing CCSS coverage and alignment	Not started
PD will focus on translating CCSS to smaller "learning targets" that specify what students need to know and be able to do to show mastery of the standards	ILT	Jan 30, 2017 to Apr 7, 2017	Learning targets mapped to curricula maps	Not started
PD will focus on creating diagnostic exams for entering students to determine which students have the prerequisite knowledge and skills and what students will need remediation and support	ILT	Apr 10, 2017 to Jun 23, 2017	Diagnostic exams for all junior courses	Not started
PD will focus on determining what mastery looks like for all learning targets	ILT	Sep 4, 2017 to Nov 10, 2017	Mastery levels	Not started
PD will focus on designing summative assessments that measure mastery for all learning targets	ILT	Nov 13, 2017 to Feb 2, 2018	Summative assessment suite	Not started
PD will focus on creating formative assessments that measure student progress of learning	ILT	Feb 5, 2018 to Apr 6, 2018	Formative assessment suite	Not started
PD will focus on tracking student progress of learning based on formative assessments	ILT	Apr 9, 2018 to Jun 15, 2018	Systems to track progress of learning for all students in all classes	Not started

Action Plan

District priority and action step	Responsible	Start	End	Status
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<p>✚ Deliver PD in opening days on building strong Tier 1 practices Tags: MTSS, Diverse Learners, English Learners, Personalized Learning</p>	MTSS team	Jul 1, 2016	Sep 2, 2016	Completed
<p>✚ Continue BESS and BASQ screeners for small group and individual interventions Tags: MTSS, Diverse Learners, English Learners, Personalized Learning</p>	Tina Drake, MTSS team	Sep 5, 2016	Jun 22, 2018	On-Track
<p>✚ Continue screening grades week 5 - 10 of every quarter for study hall and individual executive coaching interventions Tags: MTSS, Diverse Learners, English Learners, Personalized Learning</p>	MTSS team	Sep 4, 2016	Jun 22, 2018	On-Track
<p>✚ Provide PD focused on using diagnostic screeners for intervention and differentiation within classrooms Tags: MTSS, Diverse Learners, English Learners, Personalized Learning</p>	MTSS team	Sep 4, 2017	Feb 2, 2018	Not started
<p>✚ The A-Team will plan one college major (for juniors) or career (for seniors) lesson in advisory for each quarter. Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement</p>	A-Team	Jun 1, 2016	Sep 1, 2016	Completed
<p>✚ Give a Needs Assessment during first quarter for juniors indicating each student's ideas for college plans, majors, and career plans including a certainty scale. Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement</p>	A-Team	Aug 28, 2016	Sep 2, 2016	On-Track
<p>✚ Give a Needs Assessment during first quarter for seniors indicating each student's ideas for college plans, majors, and career plans including a certainty scale. Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement</p>	A-Team	Sep 5, 2016	Nov 18, 2016	On-Track
<p>✚ Faculty will participate in PD focused on career resources such as Naviance and O*Net Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement</p>	A-Team	Sep 5, 2016	Feb 3, 2017	On-Track
<p>✚ Each teacher will post information about a career related to their subject area once a quarter Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement</p>	A-Team, full faculty	Feb 6, 2017	Jun 29, 2018	Not started
<p>✚ DUAA will work closely with DeVry University Career Services. We will integrate them into PAC meetings, we will prepare our students for the University Career fairs, and include Career Services in the opening scavenger hunt and "Who's On My Team" activity. Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement</p>	A-Team	Sep 5, 2016	Jun 29, 2018	Not started
<p>✚ The culminating projects for AP classes after the exam will include a career component. All juniors will have a culminating career project in consumer education. Work will be publicly displayed to inspire all students. Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement</p>	A-Team	May 15, 2017	Jun 22, 2017	Not started
<p>✚ Seniors will complete an exit survey on college plans, major, and career plans. We will use this as an assessment of our efficacy. Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement</p>	A-Team	May 15, 2017	Jun 12, 2017	Not started
<p>✚ Juniors will complete a survey at the end of the year to determine their college and career planning needs for their senior year. This will include the results of the ACT interest inventory. Tags: Professional Learning, College Access and Persistence, SEL, Family and Community Engagement</p>	A-Team	Jun 12, 2017	Jul 21, 2017	Not started
<p>✚ PD will focus on writing and refining unit course maps to be aligned to CCSS Tags: Core Instruction, Assessment, Curriculum Design, ILT, Cycles of professional learning</p>	ILT	Sep 5, 2016	Nov 4, 2016	On-Track
<p>✚ Use Atlas Rubicon to check for horizontal and vertical alignment and coverage of 11th and 12th grade CCSS. PD will focus on using these reports and adjusting curricula as needed Tags: Core Instruction, Assessment, Curriculum Design, ILT, Cycles of professional learning</p>	ILT	Nov 7, 2016	Jan 27, 2017	Not started
<p>✚ PD will focus on translating CCSS to smaller "learning targets" that specify what students need to know and be able to do to show mastery of the standards Tags: Core Instruction, Assessment, Curriculum Design, ILT, Cycles of professional learning</p>	ILT	Jan 30, 2017	Apr 7, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ PD will focus on creating diagnostic exams for entering students to determine which students have the prerequisite knowledge and skills and what students will need remediation and support</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, ILT, Cycles of professional learning</p>	ILT	Apr 10, 2017	Jun 23, 2017	Not started
<p>✚ PD will focus on determining what mastery looks like for all learning targets</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, ILT, Cycles of professional learning</p>	ILT	Sep 4, 2017	Nov 10, 2017	Not started
<p>✚ PD will focus on designing summative assessments that measure mastery for all learning targets</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, ILT, Cycles of professional learning</p>	ILT	Nov 13, 2017	Feb 2, 2018	Not started
<p>✚ PD will focus on creating formative assessments that measure student progress of learning</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, ILT, Cycles of professional learning</p>	ILT	Feb 5, 2018	Apr 6, 2018	Not started
<p>✚ PD will focus on tracking student progress of learning based on formative assessments</p> <p>Tags: Core Instruction, Assessment, Curriculum Design, ILT, Cycles of professional learning</p>	ILT	Apr 9, 2018	Jun 15, 2018	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 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

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.

Plans are presented to the PAC and ALSC for input and approval. State of the school reports are given during report card pick-up days. Mass emails are really helpful, and should continue.

The ALSC and PAC officers are invited to join the CIWP writing team. All CIWP drafts are presented to both parent groups for review and feedback.

Parent feedback is solicited through surveys and focus groups. This practice will continue.

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 annual meeting will be held on September 17, 2016 and advertised at orientation. The elections will be held on September 17, 2016. The principal will work with current PAC members to identify dates and communicate them in September 2016. The officers will follow up with the communication regarding PAC after the elections. At minimum, dates will be published in the main office, on the school website, in parent newsletters, and via all-call system.

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.

Spearheaded by the PAC, the school will offer and/or facilitate training and support for parents. PAC leadership will provide the guidance for these efforts. If a parent cannot make the scheduled workshop, they can contact the principal or the counselor and receive the information personally.

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

The school is eager to host/conduct parent meetings to support parents with the education of their children. Notice will be sent home via all-call, email, and the parent newsletter. Requests for information or assistance will continue to be responded to within 24 hours.

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.

Performance reports are sent home through advisory, and available upon request. BAG (behavior, attendance, grades) every 2 or 3 weeks. Notice is sent via the all-call and email blast. Report card pick-up days are scheduled in November and April. Inform parents when practice ACT scores are available and provided to students.

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.

This has not happened at this school, but if it were to happen, notice would be sent out by US mail right away.

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.

In addition to beginning of the year communication (i.e., syllabus), students and parents receiving additional assistance will be notified on a monthly basis regarding standards, assessments, progress and follow-up. During the August orientation, parents will be trained on both the CPS GradeBook and the University Course Shell to monitor student progress. Also do the university course shell during the Sept meeting for senior parents. Once PAC meeting a year is dedicated to state 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.

Spearheaded by the PAC, the school will offer and/or facilitate training and support for parents. PAC leadership will provide the guidance for these efforts.

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.

PD for staff will include best practices for working with families to support student success. Teachers will maintain records of parent contact in order to demonstrate regular, two-way communication. Teachers are expected to return parent contact within 2 business days.

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.

Not applicable to high school.

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.

Information is sent out via voicemail email and US mail. Local communication is in English and Spanish while district communication comes in several languages. The bilingual clerk and three bilingual teachers translate letters, notices, and all-calls.

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 DeVry Advantage Academy strives to create a community of empowered and independent learners in an atmosphere of mutual respect and trust. Every student will be inspired and challenged to develop and accomplish his/her academic, social and post-secondary goals.

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

The staff participate in parent-teacher conferences above and beyond report card pick up events. When there are issues, individual conferences are held. If an issue is more broad-based, more teachers/staff are part of the meeting. Follow-up is monitored by the principal and counselor.

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

In addition to the regularly scheduled progress reports, and BAG reports, staff contact parents when a student's attendance/academics/behavior falls below standard. Positive contact is also encouraged and supported. Additionally, the counseling office monitors parent use of parent portal to ensure parents are able to frequently check student progress.

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

All teachers have office hours. If a staff member is unavailable for a particular time, the staff member will work with the parent on alternatives.

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 always invited to volunteer with notice. We plan to continue to solicit parent volunteers as well. This year, parents volunteered for field trips and special events.

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

DeVry parents are supportive with attendance and homework. We also work with parents on student academic performance and post-secondary plans, e.g., goal-setting and strategy development, through an advisory program developed in partnership with UMOJA.

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

The school's protocol involves parent contact, both informative and problem-solving in nature. Parents are encouraged to contact any staff members with any issues at any time via phone, email, and/or GradeBook.

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 engage in goal setting and reflection in the areas of academic achievement, post-secondary planning and social-emotional health through the advisory program.

Parent Budget

Complete

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

Fall: (1) Orient students and parents to DUAA. (2) Create meeting calendar and elect officers. (3) Establish two-way communication between parents and teachers to increase student achievement. (4) Collaborate with parents on school goals and achievement targets.

Winter: (1) Provide financial aid services for families preparing to go to college through partnerships with Ladder Up. (2) Share resources for college entrance exam preparation with parents. (3) Review transcripts with students and parents and create individualized graduation plans.

Spring: Work with parents on creating a post-secondary plan for their student. School counselor and DeVry university will assist.

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.	\$ 617 .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.	\$ 0 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 205 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 0 .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0 .00

