



Back of the Yards IB HS / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
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03/06/2018	CIWP Team	SEF Review
02/27/2018	CIWP Team	SEF Review
02/20/2018	CIWP Team	CIWP Intro/SEF Review
03/13/2018	CIWP Team	SEF Review
03/20/2018	CIWP Team	SEF Review
03/27/2018	Jose Alonso, Berto Aguayo, Aaron Cortes, Gina Gamboa, Elvis Ortega, Juana Medina	Community Partner CIWP Meeting
04/18/2018	ILT	TOA/Strategy Development
04/16/2018	ILT	TOA/Strategy Development
04/11/2018	ILT	TOA/Strategy Development
04/09/2018	ILT	TOA/Strategy Development
05/07/2018	ILT	TOA/Strategy Development
04/30/2018	ILT	TOA/Strategy Development
05/02/2018	ILT	TOA/Strategy Development

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

Most stakeholders understand and feel a sense of ownership of the vision of the school (access to post-secondary success). Most stakeholders agree that there are high expectations for staff and students and that there is continuous attention on improvement for students and staff. Most stakeholders agree that there is a coherent instructional program that aligns to the vision and promotes student success and that the vision of access to post-secondary success for students drives the work. Areas for improvement will continue to be around: developing teacher leadership and teacher voice by capitalizing on the leadership skills of teachers and stakeholders, communicating the vision formally and informally and the connection to the professional learning cycles and school priorities, continuously champion teacher development.

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.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **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

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ILT meets two times per week with a focus on improving teaching and learning through cycles of professional learning. The ILT has two distinct streams of work: developing the professional learning plans for teachers to engage in that continuously improve teaching, learning, and student outcomes, and developing the leadership skill sets of ILT members to navigate change and instructional improvement on their team. The structure of ILT is mostly developed in terms of shared understanding of continuous improvement, shared focus on professional learning as a basis for improvement, use of data and protocols to inform our work, and as a team is collaborative.

The areas in which ILT would like to continue to work on are: gathering and using teacher-level and operational data (grades, attendance, etc.) as well as dis-aggregated data by gender, race, program type, EL, DL, etc.; determining root cause of instructional problems with a closely aligned plan for improvement that utilizes evidence-based solutions (and is checked for fidelity). In terms of continuing to develop teacher leader capacity to lead instructional improvement, the ILT would like to continue to work on: supporting the emotional intelligence of teams, navigating conflict & healthy communication, building trust, giving feedback & coaching supports, and ownership around the success of all students.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
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"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

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

There are key components of the professional learning cycle at BOYCP which are positively contributing to and positive impacting adult practice. The master schedule is organized in such a way that allows for common planning time each day for departments and course teams. During this common planning time, teachers are able to reflect with their course team, engage in the development of units of study, and tasks, review data together, conduct peer observations and feedback, and engage in cycles of inquiry around student performance. The other elements of professional learning that are positively impacting teacher practice are the school-sponsored NBCT cohort and pairing new teachers on a course team with experienced teachers. The components of the professional learning cycle that need further development are around adult learning that can further support the cultural and linguistic needs of EL students and all students, continued learning around how to make explicit connections between IB Global Contexts and local/community connections, and more time to engage in professional learning that will push the capacity and practice of all adults.

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	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching the Teachers ✓ Making Better Use of Research ✓ Upcoming Professional Learning Opportunities ✓ Framework for Teaching PD Modules

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

Resources such as Academic Approach, Managebac, Turnitin.com, Questiaschool.com, Saturday SAT program, College visits, and various human resources are aligned to school priorities. All resources are aligned to relevant research and approved vendors. There is a direct and clear process for the procurement of resources. Staffing priorities decision are made with the input of staff through department chairs and the hiring team. Classes and scheduling are determined by the student demand and staff expertise. There is very little staff turnover.

Additional resources for the needs to support areas of high need: ELs and teachers of ELs. Sometimes resources are allocated in a manner that do not correlate to our highest needs. For example, many textbooks and texts sets have been ordered, not used, and/or underutilized.

In regards to the hiring process, it would be helpful if the process was documented so all staff are aware of criteria and interview process. Similar transparency is needed between in regards to how and why teachers are assigned to their course loads, especially when they are teaching the course or grade level that they feel caters better to their strengths. There is also a need to recruit faculty that reflects the cultures and ethnic backgrounds of our students, as well as to engage faculty in professional development on culturally relevant instruction.

Related service providers from ODLSS need to more frequently engage at the classroom level. We want to also grow in involving more community members as partners and resources, specifically those from the Back of the Yards neighborhood. Criteria for selecting and developing partnerships will be created to ensure effective collaboration and positive impacts on students' development, as well as a rubric to evaluate the effectiveness of said partnerships.

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	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

1 2 **3** 4

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.

The curriculum makes standards become real for students. There are vertically aligned scopes & sequences in some departments, but not all. The MOY data was shared through teacher driven professional development so teachers are able to adjust instruction. Social Emotional standards are also evident in some departments, but not all. All students are in advisory and seniors are in seminar where social emotional learning takes place.

Most students have access to an academically rigorous curriculum that inspires students to think and contribute high quality work to authentic audiences beyond the classroom. Teachers use reading lists based on text complexity and differentiate the instruction, including maps for Diverse Learners. Some unit plans contain objectives with literacy goals that support content goals. The school regularly examines the curriculum to check alignment to standards and opportunities for all standards to meet these standards.

Some teachers work on making a connection to the real world through local institutions such as the Museum of Mexican Art, The Goodman Theater, and the Chicago Shakespeare Theater. All students engage in problem based learning via Personal Projects, CAS Projects, etc. Real world application is evident in lessons.

There is a need to continue to develop and refine curriculum in the next two years to meet the expectations for new programming initiatives, such as the Dual Language program, competency-based learning, and updates to the MYP curriculum. Also, with the transition from ACT to SAT, there is a need to continuously make improvements to vertical and horizontal scope and sequences.

Guide for Curriculum

- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the ‘big ideas’ that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know ‘covering everything but learning nothing’ does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential ‘learning tools’ across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.

- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
- Curriculum is tailored to the strengths, needs, and interests of each student.

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"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum

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)

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Needed materials are provided and there is a variation of resources. Materials are differentiated based on content, grade level, and students. Such materials include; books, laptops, iPads, computer programs, document cameras, projectors. There are a variety of instructional materials and resources available for students and staff.

However, not all materials are easily accessible or known to students and staff. School also does not have accessible materials for all EL students. In addition, there is the concern that the school does not have a full service library to serve students. A needs survey will be created and conducted to learn about the impact school libraries have on student achievement and student connectedness to the school. Results will be delivered to the school community.

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	<ul style="list-style-type: none">✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none">Ambitious InstructionSupportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none">1a. Demonstrating Knowledge of Content and Pedagogy1b. Demonstrating Knowledge of Students1c. Selecting Learning Objectives1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none">✓ Universal Design for Learning Guidelines 2.0✓ UCA PD Modules✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

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

Score

1 2 3 4

Most teachers do create tasks that are rigorous and ask students to apply multiple skills and content cohesively. Teachers make authentic tasks that require the application of skill and the transfer of their knowledge to real world events. We are looking to improve our ability to foster more student ownership in rigorous tasks and to ensure that all students have access to rigorous tasks. We are also looking to have students create more real products to show their learning that are transferable to a real audience.

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). 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"> ✓ SQR Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1.d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For (Observation Tool) ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQAP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

Our school provides multiple structures for all students to prepare for transition success, such as recruitment fairs for incoming students, Freshmen Connection, and orientations provided among many other opportunities. We feel strongly in providing intervention programs for students who are incoming freshmen, persisting through high school, and exiting with programs such as CTE recruitment fairs, orientations, and our supportive transition work through advisory plans. An area we would like to continue to work on is monitoring the progress of English learners after exiting the program, and continuous support for students who transition out to college after their first year of college, as only a few select students are formally monitored through the One Goal program.

Our school provides opportunities to discover personal talents with general support through advisory and guidance counselors. However, students need to be exposed to long-term planning and goal setting more regularly and in depth. Our school needs to work on making parents more aware of academic opportunities and supports with regular meetings. In addition, our school needs to leverage our relationships with parents of graduates and alumni in offering seminars and use them as ambassadors to increase our students' and families' knowledge, understanding, and awareness of the college-going process and persistence in college.

Our school is currently providing opportunities for Dual Credit and Dual Enrollment, including many other options such as AP credit, CTE, and the Seal of Biliteracy -- open to all students. We also encourage students regularly to strive for B's or better with incentives, supports in classrooms, and supports out of classroom. An area we would like to continue working on is improving attendance and creating a more focused mindset in our students to open their identity to include college as the post-secondary option. We are still developing Individual Learning Plans through Naviance, and will continue to build this item.

Success: Senior students have the opportunity to use selectivity charts to discuss institutions that are their match, reach, and safety schools. During this process, they learn about institutional graduation rates. In Advisory, students research institutions and learn more about which might be the best fit for them. Again, in senior seminar, advisory, guidance lessons, and parent meetings are discussed at length. This is something that should be starting earlier, however. There could be more opportunities for exposure to 9th, 10th, and 11th grade students. There should also be a larger push to include parents and make them aware of opportunities and get feedback from them in terms of what information they need.

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, CTE recruitment fairs, 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 CTE Pathways around career options
 - 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.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **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.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

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 awarded ✓ 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
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Preserving College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

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

As a school, this is an area that we are developing and consistently trying to improve. After analyzing the data, it is clear that teachers are monitoring student progress and scaffolding for our diverse learners to make adjustments to instruction, units, and assessments. However, we need to continue to plan and scaffold for our English language learners and facilitate student voice and agency through discussion and questioning. In improving instruction and fostering student ownership, we hope that all students develop conceptual understanding of various content areas and skills while supporting each other's learning and growth.

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.
- **Foster student ownership.** Create opportunities for students to have voice and choice in instructional tasks.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	Curriculum & Instruction
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Back of the Yards College Preparatory has a balanced assessment system that effectively measures the depth and breadth of student learning by using standardized test scores, course team created common summative and formative assessments, and daily checks for student understanding. BOYCP monitors student progress towards college and career readiness through looking at student work and analyzing test scores, grades and looking at student work progress in teacher teams and as a whole school. BOYCP also produces actionable data such as grade reports and student test scores, to inform planning for instruction, academic supports, and resource allocation. If teachers need or want additional professional development to support improvement in writing assessments and creating a variety of assessments. Additionally, course teams have protected times to create common assessments and rubrics. Some course teams use this time to norm grading practices on formative and summative assessments. To meet these goals, a balanced assessment system must include multiple measures. For example most teachers provide opportunities for students to show mastery of each skill more than once in quarter. Additionally, multiple types of assessments are provided such as standardized test, locally created common formative and summative assessments and informal checks for understanding in most classes daily. Diagnostics and monitoring is completed in a few ways, but leaves room for improvement. PSAT scores are used to track the student and identify students who need additional support such as a reading class. English learners are tracked through ACCESS scores. In ESL 1-3, students language development is tracked continually. Tracking language development in general education classes, is a place for improvement.

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 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.
 - 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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.e. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3d. Using Assessment in Instruction
	4a. Reflecting on Teaching & Learning
	4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Overall BOYCP implements a system of academic and social emotional supports for students. Teachers provide a universal instruction in core curriculum through classroom academic interventions such as allowing additional time to complete assignments, to revise assignments with low scores and reteaching. Some teachers intentionally incorporate SEL standards into their classes on a regular basis, and others incorporate SEL skills informally. Structures such as iBlock help teachers reflect on how to support and plan supports for all students. iBlock also helps identify students who need tier 2 and 3 supports. BOYCP has a system of support for tier 2 and 3 academic and SEL interventions such as check-in/check-out, counseling notes, caseloads, parent and IEP meetings. The dean and counselors follow up on referrals for students not making adequate progress. Improvements in this area include creating a referral process for tracking tier 2 and 3 academically and socially and improving the intentional incorporation of SEL standards and skills in all classes. The school can provide professional development related to trauma-informed services to best meet our students' needs, as well as those of their families. In addition, teachers can provide more opportunities for students to drive instruction specifically in discussion and choosing activities to show mastery. More teachers could improve tracking when students are ready to move on based on competence and when they are ready to move to the next skill.

Guide for Multi-Tiered System of Supports

- **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) 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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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.

Teachers have high expectations for students and 5 Essentials data shows that students are aware of these expectations. Despite setting high expectations, teachers are inconsistent in translating these expectations in their instruction (tasks, assessments, etc). Expectations are not differentiated and do not support consistent hard work and resilience from students. In addition teachers within the school do a good job providing formative feedback to students to encourage growth and development. However, students still struggle to take ownership of monitoring their own academic behavior and accomplishments and improving their own work.

As a school, learning and support is needed around student agency, as well as teacher agency. Some teachers have high levels of efficacy and see the fundamental connection between teacher practice and student learning/student outcomes. There is more work to be done around developing those stronger connections for teachers which will also impact student ownership.

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
MTSS Framework Curriculum & Instruction	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/tel) ✓ ASCA Mindsets & Behaviors 	

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

Students and teachers generally feel a level of trust exists in the school. Most students report that they have at least 1 trusted adult in the building and that most interactions in the building between students and adults are respectful and positive. Most teachers feel trust and collaboration between each other and have a collective willingness to serve students and families. Students contribute to the respectful learning climate.

Areas to continue to work on are: shared learning and understanding around diversity, race, and culture and continuing to develop trust between teachers and administration.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
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
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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

1 2 **3** 4

Majority of students feel like the school culture and staff interactions provide a space for them to showcase their voice. Students continuously feel there are multiple opportunities presented for them to share their voice and explore their voice through multiple modes such as in class and through extracurricular activities. Students feel their voice is encouraged to be expressed through multiple modes via surveys and check-in's in class, and some even feel teachers include their opinions in class pacing. Students have the ability to engage in civic discussion in class and participate in civic life (registering to vote, interviewing people in the community).

In addition, the school has established a partnership with NEIU TRIO Upward Bound, which brings cultural resources to the school, including Ballet Folklorico, Girls Who Code, and Underwater Robotics. These serve to increase students' connection to the school and further cultivate their identities.

However, a few students do not feel that their voice, while heard, is always used to make change. In addition, many students feel like their voice matters in the school, but that may not translate to their ability to work and make a change in the community. There are opportunities to improve student voice at the school and community level.

Guide for Student Voice, Engagement, & Civic Life

Study politics

- Teachers teach about the structure and function of government as well as local, national, and international political structures and power dynamics.
- Teachers invite students to reflect on their own role in the political landscape, engage in analyses of power, and identify strategies they can use to utilize civic power as an individual and as a member of a community.
- **Become informed voters and participants in the electoral process**
 - Students learn about the history and structures of the local and national voting process and ballot issues and candidates.
 - The school supports non-partisan engagement in all parts of the electoral process, including voter education, voter mobilization and registration.
 - There are a variety of school/classroom activities or simulations that support student voter preparation and participation in the electoral process.
- **Engage in discussions about current and controversial issues.**
 - Students prepare for discussions, learn about issues that matter to them through deliberation, evaluate evidence from a range of sources, consider competing views, develop arguments, and deepen their viewpoints.
 - With teachers' support, students learn how to engage in and lead respectful and productive democratic discussions where everyone expresses their viewpoints, shares evidence, and listens to one another.
 - Teachers teach how to find different points of view online and instruct how to engage in respectful, informed, and productive online dialogue.
- **Explore their identities and beliefs**
 - Teachers design learning experiences that enable students to explore how their identities influence their lived experiences and their perspectives.
 - Students are encouraged to learn about and understand the perspectives of those who have different identities and beliefs.
 - School staff reflect on their own identities and consider how that impacts their role and support of teaching and learning with youth.
- **Exercise student voice**
 - Students can participate on multiple decision/policy making bodies and their perspectives are regularly included in decisions at their school.
 - Student Voice Committee represents the diversity of the school, addresses school-based issues, and regularly gathers input from their peers to inform and impact school policy and decisions.
 - Teachers respond to and integrate students' lived experiences, perspectives, and interests in class.
 - Authentically **interact with civics leaders**
 - Students learn about community, city, state, and national civic leaders and their roles in civil society.
 - School staff support engagement with civic leaders by inviting them into classrooms/the school and identifying face-to-face or online avenues for students to share their feedback and perspectives with civic leaders.
- **Engage with their community**
 - Students complete at least 2 service learning projects before graduation in which they gain exposure to civic organizations, leaders, and careers. Students gain tools to work cooperatively in partnership with peers, community members, and organizations to advance a specific cause

- **Take informed action** where they work together to propose and advocate for solutions.
 - Students research and analyze issues that matter to them, identify root causes, develop a theory of action, determine relevant audiences, outline specific goals, implement a response, and reflect before, during and after experiences.
 - Students use social and digital platforms to raise awareness about issues, produce and circulate multimedia content, and mobilize involvement.
- Experience a **Schoolwide civics cultur**
 - School leaders articulate a commitment to and vision for the importance of civic learning; students are civic leaders in the school.
 - Schools integrate civic learning across the curriculum, including projects that address relevant issues in their schools and communities.
 - School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
 - Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ▪ INVNS Student Survey completion rates and results ▪ Artifact from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST 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

Most students feel physically, socially and emotionally safe while in the building. Most students feel that there are adults in the building who can help students to solve problems and receive social-emotional supports. Arrival and dismissal times are orderly and safe for students and are supported by various adults. Most students feel encouraged to share with adults any experiences that they are having that need leadership intervention. The school supports students by providing a variety of services that contribute to their well-being including, but not limited to, legal services, counseling, and social work.

Some students and parents indicated that they do not feel safe transporting to and from school.

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.
- **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.
- **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	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/ps)

Restorative Approaches to Discipline:

Score

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.

1 2 **3** 4

Most teachers, students, and staff have indicated that there are preventative, proactive, and restorative approaches to discipline and school culture in place. Students have indicated that they can talk to adults in the building to help solve problems and de-escalate conflict with other students. Teachers receive training and support around developing and communicating classroom expectations and supporting classroom culture through professional learning and coaching. The behavioral data shows that there have been to date 120 restorative conversations, 38 students who have been suspended, 19, parent meetings, 10 restorative group conferences, 6 peer conferences, and 2 peace circles. Students who have shown repeated violations of the student code of conduct are referred for behavioral supports from the counseling team (counselor, social worker, and/or student interventionist) as a means of supporting and correcting the behavior.

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.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - 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 discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
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
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 **3** 4

All schools have authentic partnerships with parents or family members that lead to a sense of shared responsibility for the academic, physical, and social emotional development of their students. Through meaningful consultation with parents, these partnerships include creating an intentional process to foster and sustain school-wide procedures, programs, and activities which involve and empower parents or family members and are responsive to student and family's needs. Schools provide a variety of parent volunteer opportunities (both in and out of school) and leadership opportunities (ie - PACs, BACs and PLNs), which support school operations, instructional programs and community partnerships. Research shows that when families, schools and communities partner in promoting learning and healthy development for all students schools thrive and student outcomes increase. The development and implementation of effective outreach and communication strategies will be inclusive of all families and school staff, creating a two-way feedback loop process which will lead to an increase in the home-school connection to identify, problem-solve and design actions which target instructional and student programs.

Most parents feel that BOYCP is a welcoming and safe environment for them and their student(s) and is a good resources for families and students. Most parents feel like the lines of communication are open between the school and families and feel that there are established partnerships and shared understanding of student success. It will be important to engage parents in supporting the school by acting as ambassadors at neighborhood elementary schools. This effort can serve to highlight the positive happenings at Back of the Yards College Prep, as well as support the school in its recruitment efforts.

Areas for development are around extending and strengthening the learning organization for parents around school goals, priorities, and success for their students and providing opportunities for parents of various cultural, linguistic, and racial backgrounds. Parents must also be made aware of school policies and procedures, particularly for parents who are unable to attend regular PAC, BAC, and LSC meetings. The school must leverage the website to ensure that information is available and made public for parents. In addition, the school must make a greater effort at getting more parental input on the annual 5 Essentials Survey.

Guide for Parent and Family 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	
	<ul style="list-style-type: none"> ✓ 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
Suggested Evidence	<ul style="list-style-type: none"> ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	<ul style="list-style-type: none"> ✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
MTSS Framework	Family & Community Engagement
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Parent Support Centers ✓ Parent University ✓ Parent Portal

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus \emptyset = Not of focus
2	Expectations for depth & breadth of Quality Teaching: Instruction	1 2 3 4 5 \emptyset
2	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset

Goals

Required metrics (Highschool)

7 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
5 Essentials: It is our goal to continue to be Well-Organized for school improvement	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
Our goal is that 90% of ninth grade students demonstrate growth on PSAT 9. We want to ensure that all students are learning at high levels. We have historically shown growth with students, but want to ensure that more students are moving toward meeting and exceeding college readiness benchmarks.	(Blank)	86.00	(Blank)	90.00	90.00
PSAT 10 Annual Growth Measure					
Our goal is that 90% of tenth grade students demonstrate growth on PSAT 10. We want to ensure that all students are learning at high levels. We have historically shown growth with students, but want to ensure that more students are moving toward meeting and exceeding college readiness benchmarks.	(Blank)	80.00	(Blank)	90.00	90.00
SAT Annual Growth Measure					
Our goal is that 80% of eleventh grade students demonstrate growth on PSAT 10 to SAT 11. We want to ensure that all students are learning at high levels. We have historically shown growth with students, but want to ensure that more students are moving toward meeting and exceeding college readiness benchmarks.	(Blank)	72.00	(Blank)	80.00	80.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
3 yr Cohort(SAT) Growth Measure Our goal is that 85% of tenth grade students demonstrate growth from PSAT 9 to SAT 11. We want to ensure that all students are learning at high levels. We have historically shown growth with students, but want to ensure that more students are moving toward meeting and exceeding college readiness benchmarks.	(Blank)	(Blank)	(Blank)	85.00	85.00
African-American School Growth Percentile SAT11					
African-American School Growth Percentile SAT11 Our 3rd largest demographic of students is African-American; our goal for SAT 11 is that our African-American students are growing at the same rate as the other racial demographics of our students	(Blank)	(Blank)	(Blank)	80.00	80.00
Hispanic School Growth Percentile SAT11					
Hispanic School Growth Percentile SAT11 Our largest demographic of students identify as Latino/Hispanic; therefore our goal for SAT 11 growth will reflect our overall SAT 11 growth goal of 80%.	(Blank)	70.00	(Blank)	80.00	80.00
English Learner School Growth Percentile SAT11					
English Learner School Growth Percentile SAT11 Our goal is that 80% of EL students are demonstrating growth on the SAT 11 and that all students are learning at high levels.	(Blank)	(Blank)	(Blank)	80.00	80.00
Diverse Learner School Growth Percentile SAT11					

Diverse Learner School Growth Percentile SAT11
 Our goal is that 80% of DL students are demonstrating growth on the SAT 11 and that all students are learning at high levels.

(Blank)	(Blank)	(Blank)	80.00	80.00
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Percent Meeting College Readiness Benchmarks

A little over half of our students currently meet the college readiness benchmark at each grade level. As a college prep school, we want to continuously improve in this area to ensure that students have access to high quality post-secondary options and funding/scholarships.

(Blank)	54.00	(Blank)	65.00	70.00
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Early College and Career Credentials Rate

As a college prep high school, our goal is to continuously increase the number of students who are earning early college credit either through IB, AP, Dual Credit, or Dual Enrollment options as a pathway to college enrollment and persistence.

(Blank)	48.00	(Blank)	60.00	70.00
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Freshmen On-Track Rate

Historically, we have trended around 99-100% of our freshmen being on track at the end of their first year of high school. We value the importance of this metric and have structures and systems in place to support keeping our freshmen engaged. We will continue to lead with the notion that all freshmen will be successful in our building.

100.00	99.00	95.00	100.00	100.00
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4-Year Cohort Graduation Rate

It is our goal that 92% of students who start their freshmen year at BOYCP will graduate with their class on time 4 years later.

(Blank)	91.00	90.00	92.00	92.00
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1-Year Dropout Rate

It is our goal that we will have a dropout rate of .20 or less and that all students who leave BOYCP will be provided with alternative programs for completing their high school education.

0.00	0.00	0.50	0.20	0.20
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College Enrollment Rate

Our first graduating class had a college enrollment rate of 87% and we would like to increase that rate by 3% for our next two classes. Through the development of more refined systems and structures for the college-going process along with intentional work on students' selectivity profiles, our goal is 90% college enrollment rate.

(Blank)	(Blank)	87.00	90.00	90.00
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College Persistence Rate

Our college persistence rate is that 85% of students who enroll will persist to their second semester of college.

(Blank)	(Blank)	85.00	85.00	85.00
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Average Daily Attendance Rate

Our attendance rate has been historically above average and we will continue to strive for 96% attendance.

96.00	95.00	96.50	96.00	96.00
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Custom metrics

0 of 0 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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Strategies

Strategy 1

If we do...

engage as a faculty in deep learning around the tenants of Understanding by Design, CCSS/SAT Skills, and IB principles

...then we see...

teacher practice reflect: rigorous, standards-aligned units of study; authentic, real-world problem-solving performance tasks that allow for students to apply and transfer their understanding, skills, and content, and instructional plans that reflect the learning experiences that students need to achieve the desired results

...which leads to...

higher levels of student learning, growth and mastery on classroom assessments (performance tasks), growth and mastery on P/SAT, growth and mastery as indicated by course performance data, and growth and mastery on course grades

Tags:

Dok and ubd, Alignment, Academic standards

Area(s) of focus:

1, 2, 3

Action step

Refine and adjust the unit plan template to better align standards/learning objectives, assessments, and the learning plan

Responsible

ILT, IB Coordinators

Timeframe

Jun 1, 2018 to Aug 25, 2018

Status

Not started

ILT, Ubd

Design and execute a professional learning workshop for all teachers to engage in around UbD and the updated unit planner

ILT; Teachers

Jun 1, 2018 to Aug 25, 2018

Not started

ILT, Cycles of professional learning, Ubd, Teacher leadership

Design and execute professional learning for the seamless integration of IB into the revised unit plan (based on identified teacher needs)

IB Coordinators, Teachers

Jun 1, 2018 to Feb 1, 2019

Not started

Professional Learning, Ib, Ubd

Department teams will engage in collaborative unit and task development, tuning, and feedback to consistently improve and refine learning plans

ILT All teachers

Aug 1, 2018 to Jun 30, 2020

Not started

Ib, Ubd, Collaborative feedback

Department teams will engage in developing a vertical skills (SAT/CCSS) and content knowledge map for both scholars and magnet courses

Department Chairs All teachers

May 1, 2018 to Sep 4, 2018

On-Track

Ccss, Content, Vertical alignment, Sat, Skills, Scope & sequence

Use the learning plan to embed time for re-teaching and re-engaging students who do not demonstrate mastery at specific content to skills

All teachers

Sep 4, 2018 to Jun 30, 2020

Not started

MTSS, Re-teach, Re-engage

Strategy 2

If we do...

Engage in learning as a faculty around the elements of high-quality instruction (as defined by the REACH framework)

...then we see...

teachers improve their instructional practices by developing instructional routines that promotes deep levels of student engagement through questioning and discussion techniques, student cognitive demand, and responsive assessment

...which leads to...

improved student learning and engagement, improved student outcomes (Grades, P/SAT, classroom assessments, IB/AP assessments); improved student ownership of learning

Tags:

Reach, Cognitive demand, Learner agency, Cognitive engagement, Questioning, Teacher agency

Area(s) of focus:

1, 2, 3, 4

Action step

Responsible

Timeframe

Status

Senior Leadership will identify teachers who have exemplary practices and have demonstrated high-quality instruction and will pull teachers together for an initial meeting	Senior Leadership Exemplary teachers	Jul 1, 2018 to Oct 1, 2018	Not started
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Instruction, Cycles of professional learning, Distributed leadership, Teacher leadership

Teacher leaders will conduct a needs-assessment with staff to identify which instructional areas teachers are most interested in learning. Teacher leaders will also collaborate with senior leadership to identify areas in REACH that are showing that additional learning is needed based on heat map data	Senior leadership, Teacher Leaders	Aug 1, 2018 to Oct 1, 2018	Not started
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Needs assessment, Reach domain 3, Reach domain 2

Teacher leaders will design and execute a series of professional learning workshops for the faculty based on needs assessment and REACH data	Teacher leaders	Aug 1, 2018 to Jun 1, 2020	Not started
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Instruction strategy, Cognitive engagement, Questioning & discussion

Teacher leaders will model targeted instructional areas in their own classroom and teachers will engage in learning walks to observe instructional practices	Teacher leaders; teachers	Aug 1, 2018 to Jun 30, 2020	Not started
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Learning walks, Instructional focus, Peer to peer observations

Strategy 3

If we do...

...then we see...

...which leads to...

Engage in deep learning and cycle work around the Motivational Framework for Culturally Responsive Teaching	teachers who understand the relationship between motivation, learning, and culture and use that understanding to develop or enhance culturally responsive teaching practices and also gives teachers a space to examine their own cultural values	Improved student engagement and learning in the classroom for all students Improved course performance, grades, GPA, college access level Higher levels of student ownership and student agency
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Tags:

Motivation, Reflective practice, Culturally responsive teaching

Area(s) of focus:

1, 2, 3, 4

Action step	Responsible	Timeframe	Status
Teachers will engage in learning around the Motivational Framework as a means of understanding how and why students learn	Senior leadership, Teacher Leaders, Whole faculty	Jun 1, 2018 to Feb 1, 2019	Not started

Motivation, Teacher agency, Student agency, Culturally responsive teaching

Teacher Leaders will engage in learning around using the Motivational Framework to conduct lesson studies which assess for: inclusion of all students, developing a positive attitude, enhancing meaning, and engendering competence	Senior Leadership, Teacher Leaders	Aug 1, 2018 to Dec 31, 2018	Not started
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Lesson study, Culturally responsive teaching

Teacher Leaders will design and execute structures for lesson studies in teams for on-going cycles around the Motivational Framework	Senior Leadership, Teacher Leaders, departments	Oct 1, 2018 to Jul 1, 2020	Not started
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Lesson study, Peer observations

Teachers will utilize their understanding of the Motivational Framework to intervene with students who have not demonstrated proficiency on classroom assessments

All teachers

Sep 4, 2018 to Jun 30, 2020

Not started

MTSS, Lesson study, Tier 1 instruction, Looking at student work

Action Plan

Strategy 1

NOT STARTED

Refine and adjust the unit plan template to better align standards/learning objectives, assessments, and the learning plan"

Jun 01, 2018 to Aug 25, 2018 - ILT, IB Coordinators

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

ILT agendas ILT summer planning retreat

NOT STARTED

Design and execute a professional learning workshop for all teachers to engage in around UbD and the updated unit planner"

Jun 01, 2018 to Aug 25, 2018 - ILT; Teachers

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

ILT agendas ILT summer planning retreat Back to school PD agendas

NOT STARTED

Design and execute professional learning for the seamless integration of IB into the revised unit plan (based on identified teacher needs)"

Jun 01, 2018 to Feb 01, 2019 - IB Coordinators, Teachers

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

Learning agendas, department agenda, unit plans

NOT STARTED

Department teams will engage in collaborative unit and task development, tuning, and feedback to consistently improve and refine learning plans"

Aug 01, 2018 to Jun 30, 2020 - ILT All teachers

Status history

May 21

NOT STARTED

May 21, 2018

Evidence

Department agendas, Feedback notes, unit plans/tasks

ON-TRACK

Department teams will engage in developing a vertical skills (SAT/CCSS) and content knowledge map for both scholars and magnet courses"

May 01, 2018 to Sep 04, 2018 - Department Chairs All teachers

Status history



May 21

ON-TRACK

May 21, 2018

Evidence

Department vertical alignment map

NOT STARTED

Use the learning plan to embed time for re-teaching and re-engaging students who do not demonstrate mastery at specific content to skills"

Sep 04, 2018 to Jun 30, 2020 - All teachers

Status history



May 21

NOT STARTED

May 21, 2018

Evidence

Evidence form Stage 3 in the unit map

Strategy 2

NOT STARTED

Senior Leadership will identify teachers who have exemplary practices and have demonstrated high-quality instruction and will pull teachers together for an initial meeting"

Jul 01, 2018 to Oct 01, 2018 - Senior Leadership Exemplary teachers

Status history



May 21

NOT STARTED

May 21, 2018

Evidence

Meeting notes/agenda

NOT STARTED

Teacher leaders will design and execute a series of professional learning workshops for the faculty based on needs assessment and REACH data"

Aug 01, 2018 to Jun 01, 2020 - Teacher leaders

Status history



May 21

NOT STARTED

May 21, 2018

Evidence

Learning agendas

NOT STARTED

Teacher leaders will model targeted instructional areas in their own classroom and teachers will engage in learning walks to observe instructional practices"

Aug 01, 2018 to Jun 30, 2020 - Teacher leaders; teachers

Status history



May 21

NOT STARTED May 21, 2018
Evidence
Learning walk schedules, agendas

NOT STARTED
Teacher leaders will conduct a needs-assessment with staff to identify which instructional areas teachers are most interested in learning. Teacher leaders will also collaborate with senior leadership to identify areas in REACH that are showing that additional learning is needed based on heat map data"

Aug 01, 2018 to Oct 01, 2018 - Senior leadership, Teacher Leaders

Status history

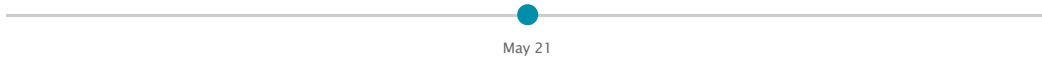


NOT STARTED May 21, 2018
Evidence
REACH Heat Map results; Survey results

Strategy 3

NOT STARTED Teachers will engage in learning around the Motivational Framework as a means of understanding how and why students learn"
Jun 01, 2018 to Feb 01, 2019 - Senior leadership, Teacher Leaders, Whole faculty

Status history



NOT STARTED May 21, 2018
Evidence
Learning agenda

NOT STARTED
Teacher Leaders will engage in learning around using the Motivational Framework to conduct lesson studies which assess for: inclusion of all students, developing a positive attitude, enhancing meaning, and engendering competence"

Aug 01, 2018 to Dec 31, 2018 - Senior Leadership, Teacher Leaders

Status history



NOT STARTED May 21, 2018
Evidence
ILT agendas, Lesson Study Structure communication for faculty

NOT STARTED Teacher Leaders will design and execute structures for lesson studies in teams for on-going cycles around the Motivational Framework"
Oct 01, 2018 to Jul 01, 2020 - Senior Leadership, Teacher Leaders, departments

Status history



NOT STARTED May 21, 2018
Evidence
ILT agendas, Lesson Study Structure communication for faculty, Lesson study data by data

NOT STARTED
Teachers will utilize their understanding of the Motivational Framework to intervene with students who have not demonstrated proficiency on classroom

assessments"

Sep 04, 2018 to Jun 30, 2020 - All teachers

Status history

May 21

NOT STARTED May 21, 2018
Evidence
Meeting notes, gradebook monitoring

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 these 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.

ESSA Program

ESSA Schoolwide Program

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

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

ESSA 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

Every Student Succeeds Act (ESSA), 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 ESSA 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 and Family Plan

Parent and Family Engagement Policy

Complete

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

Back of the Yards parents will meet as a part the PAC/BAC to assess the school's progress towards meeting required components of the Title I School Parent Involvement Plan and Policy. Parents will have opportunities to provide input based on review PAC reports, as well as other pertinent data shared by the school.

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

ESSA, 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 and family engagement meetings, including school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The school will hold an annual meeting to inform parents of the school's participation in Title I programs. Title I requirements, as well as parental rights, will be explained during meetings. Monthly PAC meetings, as well as bi-quarterly Coffee with the Principal meetings will be held to engage parents of students participating in NCLB, Title I program in the school. Parent nights will be planned to engage parents in our annual Open House, College Fair, MYP, IB, Postsecondary nights. The projected Title I Annual Meeting will be held on September 20, 2017 at 8:30am, followed by a separate meeting for the Title I PAC Organizational Meeting, which will be held on September 18, 2018 at 8:30am.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members 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 Parent Advisory Council will establish dates for regularly monthly meetings for parents to share suggestion and to participate in decision making regarding student progress. The school will support the PAC in determining ways in communicate with the larger Back of the Yards community through flyers, mailings, and robocalls. As well, meeting dates will be put on the school website.

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.

Back of the Yards will share with parents district level and school-based reports detailing their child's performance on State assessments in math, reading and English. This will be accomplished through grade level night meetings to help parents to understand the overall climate and culture of the school and the academic progress of their student.

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.

The school will inform parents in the first month through letters and phone calls if there is a child who has been assigned to a teacher who is not defined as Highly Qualified.

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

The school will support parents in their understanding of content standards and state academic achievement standards for Title I. The school will share grades, standardized assessment data, interim assessment data and performance task data with parents to garner their support in monitoring student progress. Reports will be created in target home language. As well, teachers will establish open lines of communication with parents to share with them ways in which they can support the learning of their student.

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

The school will provide information, resources and training to parents so that they are better able to support the academic growth of their student. The school will utilize various engagement strategies to increase awareness and action from parents in supporting the academic accomplishments of their students.

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

Back of the Yards believes parental support is an integral component in student achievement. As a result, teachers will meet in teams to share and to acquire strategies to engage parents in the school and in their students' learning experiences. Teachers will continue to make regular phone calls home to parents to keep them informed of academic outcomes, and regular mailings will be sent in an effort to improve communication between the school and the home. In addition, teachers plan weekly meetings with parents of struggling students and involve parents in creating academic learning contracts to keep students on track.

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

Not applicable

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

The school, in conjunction with the Parent Advisory Council, will organize a variety of parent workshops to encourage and support parental participation in the academic progress of their child. Throughout the year parents will be surveyed for the types of supports needed to better assist them in their support of their child. Parents will also be invited to volunteer their time, in support of various schoolwide programs.

Policy Implementation Activities

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

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

The school will coordinate the parent and family engagement programs identified in the CIWP.

The school will evaluate the Parent and Family Engagement Policy for effectiveness and make improvements as necessary.

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

Not applicable

School-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.)

Back of the Yards College Prep faculty and staff are committed to provide students a variety of experiences that integrate and expand student understanding of global perspectives and international-mindedness. Staff members are dedicated to promoting intercultural respect and understanding, which will inspire students to contribute to their community and beyond. Students will be offered a high quality, rigorous curriculum that advances their critical thinking skill and motivates students to become problem solvers and socially responsible citizens.

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

The school conduct parent-teacher conferences according to the CPS annual calendar. In addition, parents will have the opportunity to meet with teachers at other times throughout the year, including Open House and quarterly parent nights, to engage in discussions around student progress towards meeting academic goals.

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

The school will provide parents with 5-week progress report and quarterly report cards to communicate their child's progress. The school will also support and encourage parents to use Parent Portal to keep abreast of student progress.

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

At Back of the Yards, parents make appointments to see staff before school, after school, or during prep periods Further, parents who wish to see nonteaching personnel can do so before school, after school, or during the instructional day.

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

Parents are strongly encouraged to volunteer and participate in class related activities, eg. Open House, field trips, sports activities, college fair and academic awards celebrations. These opportunities exist throughout the school year.

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

Parents at Back of the Yards are encouraged to work in concert with the school to support their child's learning by monitoring attendance, reporting behavioral issue, attending IEP meetings, attending parent conferences, monitoring completion of class assignments, participating in parental surveys and support school-wide academic initiatives.

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

Parents will be encouraged to consult with the school when determining the best course of action to address the educational needs of their student. Parents can request to meet with school staff to discuss student needs. However meetings can also be convened by teachers or administration. All parties will decide collaboratively and reach a consensus on the best course of action for the student. In the spirit of clear and transparent communication, the school will share information with parents in their home language in written and verbal form.

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 share in the responsibility of lifting their own academic achievement by attending school daily, maintaining a positive outlook on learning, engaging fully in class and completing school tasks to the best of their ability. Students will be encouraged to make every effort to perform well on assessment and use assessment to track and monitor their progress towards academic goals. Additionally, students will assume the responsibility of improving the overall academic culture and climate of the school by engaging in extra-curricular activities, supporting school wide initiatives and contributing to the overall well-being of the school community

Parent Budget

Complete

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

Parents will host workshops aimed at improving their knowledge and understanding of supporting their students.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement 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.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 2500 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 1000 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 1000 .00
<p>54205</p>	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.	\$ 1000 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00

<p>53510</p>**Postage**
Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	1466	.00
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