# 2018-2020 plan summary

## Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natasha Singh</td>
<td>Teacher</td>
<td><a href="mailto:nsingh@cps.edu">nsingh@cps.edu</a></td>
<td>No Access</td>
</tr>
<tr>
<td>Yenitza Zamora</td>
<td>Counselor</td>
<td><a href="mailto:yzamora2@cps.edu">yzamora2@cps.edu</a></td>
<td>No Access</td>
</tr>
<tr>
<td>Ryan Nagle</td>
<td>Dean of Students</td>
<td><a href="mailto:rpnagle@cps.edu">rpnagle@cps.edu</a></td>
<td>No Access</td>
</tr>
<tr>
<td>Katie Smith</td>
<td>Teacher/ESL</td>
<td><a href="mailto:krwilliams6@cps.edu">krwilliams6@cps.edu</a></td>
<td>No Access</td>
</tr>
<tr>
<td>Diana Bonilla</td>
<td>Teachers/Bilingual</td>
<td><a href="mailto:dbonilla11@cps.edu">dbonilla11@cps.edu</a></td>
<td>No Access</td>
</tr>
<tr>
<td>Sabrina Smoot</td>
<td>Teacher/ESL/LBS</td>
<td><a href="mailto:ssmoot1@cps.edu">ssmoot1@cps.edu</a></td>
<td>No Access</td>
</tr>
<tr>
<td>Kelsey Hargesheimer</td>
<td>Teacher/ILT</td>
<td><a href="mailto:khargesheim@cps.edu">khargesheim@cps.edu</a></td>
<td>No Access</td>
</tr>
<tr>
<td>Allie Herrington</td>
<td>Teacher</td>
<td><a href="mailto:aherrington@cps.edu">aherrington@cps.edu</a></td>
<td>No Access</td>
</tr>
<tr>
<td>Charanjeet Baez</td>
<td>Teacher/LSC Rep</td>
<td><a href="mailto:cbaez@cps.edu">cbaez@cps.edu</a></td>
<td>No Access</td>
</tr>
<tr>
<td>Jesus Laurel</td>
<td>Resident Principal</td>
<td><a href="mailto:jalaurel@cps.edu">jalaurel@cps.edu</a></td>
<td>No Access</td>
</tr>
<tr>
<td>Chelsea Moorman</td>
<td>Teacher</td>
<td><a href="mailto:cmoorman@cps.edu">cmoorman@cps.edu</a></td>
<td>No Access</td>
</tr>
</tbody>
</table>

## Team meetings

<table>
<thead>
<tr>
<th>Date</th>
<th>Participants</th>
<th>Topic</th>
</tr>
</thead>
</table>

Back of the Yards IB HS / Plan summary
School Excellence Framework

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 socially-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

<table>
<thead>
<tr>
<th>Evidence, Measures, and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Evidence</strong></td>
</tr>
<tr>
<td><strong>Five Essentials</strong></td>
</tr>
<tr>
<td><strong>Measures</strong></td>
</tr>
<tr>
<td><strong>Five Essentials</strong></td>
</tr>
<tr>
<td><strong>CPS Framework for Teaching</strong></td>
</tr>
<tr>
<td><strong>CPS Performance Standards for School Leaders</strong></td>
</tr>
<tr>
<td>A1. Assess the Current State of School Performance and Develop a QBP</td>
</tr>
<tr>
<td>A2. Implements Data Driven Decision Making and Data Driven Instruction</td>
</tr>
<tr>
<td>A5. School Vision and Mission Drive Decision Making</td>
</tr>
<tr>
<td>A4. Demonstrates Change Management</td>
</tr>
</tbody>
</table>

Instructional Leadership Team:

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

Score

1 2 3 4
Engage in ongoing 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.
- 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.

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.

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.

Guided for Instructional Leadership Team

Evidence, Measures, and Standards

**Evidence, Measures, and Standards**

<table>
<thead>
<tr>
<th>Evidence, Measures, and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Evidence</strong></td>
</tr>
<tr>
<td>• 1.1: Evidence that the team has a clear focus on the team's purpose, goals, and strategies.</td>
</tr>
<tr>
<td>• 1.2: Evidence that the team has a clear understanding of the needs and priorities of the school.</td>
</tr>
<tr>
<td>• 1.3: Evidence that the team has a clear understanding of the relationships between different groups and stakeholders.</td>
</tr>
<tr>
<td><strong>Measures</strong></td>
</tr>
<tr>
<td>• A.1: The team has a clear understanding of the team's purpose, goals, and strategies.</td>
</tr>
<tr>
<td>• A.2: The team has a clear understanding of the needs and priorities of the school.</td>
</tr>
<tr>
<td>• A.3: The team has a clear understanding of the relationships between different groups and stakeholders.</td>
</tr>
</tbody>
</table>

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: 3
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

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

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 students 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

<table>
<thead>
<tr>
<th>Evidence, Measures, and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Evidence</td>
</tr>
<tr>
<td>Measures</td>
</tr>
<tr>
<td>Ambitious Instruction</td>
</tr>
<tr>
<td>Collaborative Teachers</td>
</tr>
<tr>
<td>CFS Frameworks for Teaching</td>
</tr>
<tr>
<td>CPS Performance Standards for School Leaders</td>
</tr>
<tr>
<td>E1. Implement Curriculum Scope and Sequence and Flexible Instructional Practices</td>
</tr>
<tr>
<td>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</td>
</tr>
<tr>
<td>NOW WHAT MATERIALS TO USE FOR IMPROVEMENT PLANNING</td>
</tr>
<tr>
<td><strong>Score</strong></td>
</tr>
</tbody>
</table>

Instructional Materials:

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

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

- Guide for Rigorous Student Tasks

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)

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

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

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 the best fit for them. 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

Score 3
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.
  - 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](image)

**Expectations for depth & breadth of Quality Teaching**

**Instruction:**

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

<table>
<thead>
<tr>
<th>Evidence, Measures, and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suggested Evidence</td>
</tr>
<tr>
<td>- Evidence of best practices</td>
</tr>
<tr>
<td>- Cognitive demand</td>
</tr>
<tr>
<td>- Demanding tasks, open-ended</td>
</tr>
<tr>
<td>- Informal observations, peer</td>
</tr>
<tr>
<td>- Observations, learning tools</td>
</tr>
<tr>
<td>- Unstructured discussion</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>- SGEP's accomplishment</td>
</tr>
<tr>
<td>- Rubric observation</td>
</tr>
<tr>
<td>- Observation (de-identified)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fire Safety</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Effective Leaders</td>
</tr>
<tr>
<td>- Supportive Environment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MTSS Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum &amp; Instruction</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balanced Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinating with Students</td>
</tr>
<tr>
<td>- Using Coherently and Discussion</td>
</tr>
<tr>
<td>- Engaging Students in Learning</td>
</tr>
<tr>
<td>- Using Assessment in Instruction</td>
</tr>
<tr>
<td>- Demonstrating Flexibility and</td>
</tr>
<tr>
<td>- Responsiveness</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CPS Framework for Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement Curriculum Scope and</td>
</tr>
<tr>
<td>- Sequence and Sequence of</td>
</tr>
<tr>
<td>- Instructional Practices</td>
</tr>
<tr>
<td>- School Leaders</td>
</tr>
<tr>
<td>- Observes and Evaluates student</td>
</tr>
<tr>
<td>- Cross-Feedback to Staff</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Balanced Assessment &amp; Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>A balanced assessment system</td>
</tr>
<tr>
<td>- Effectively measures the</td>
</tr>
<tr>
<td>- Depth and breadth of student</td>
</tr>
<tr>
<td>- Monitors student progress</td>
</tr>
<tr>
<td>- Towards college and career</td>
</tr>
<tr>
<td>- Readiness. It also produces</td>
</tr>
<tr>
<td>- Actionable data to inform</td>
</tr>
<tr>
<td>- Planning for instruction,</td>
</tr>
<tr>
<td>- Academic supports, and</td>
</tr>
<tr>
<td>- Resource allocation. To meet</td>
</tr>
<tr>
<td>- These goals, a balanced</td>
</tr>
<tr>
<td>- Assessment system must include</td>
</tr>
<tr>
<td>- Multiple measures and be</td>
</tr>
<tr>
<td>- Responsive to the needs of</td>
</tr>
<tr>
<td>- All students, including</td>
</tr>
<tr>
<td>- Diverse learners and English</td>
</tr>
</tbody>
</table>

Score 1 2 3 4
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 a 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.
- 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.
- 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
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.

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
Culture for Learning:

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

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**

<table>
<thead>
<tr>
<th>Evidence, Measures, and Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested Evidence</strong></td>
</tr>
<tr>
<td>- Sample of individual student learning goals from a cross-section of teachers</td>
</tr>
<tr>
<td>- Also review student work evidence from Rigorous Student Tasks</td>
</tr>
<tr>
<td><strong>Measures</strong></td>
</tr>
<tr>
<td>- Five Essentials – Authentic Instruction</td>
</tr>
<tr>
<td>- Five Essentials – Collaborative Teachers</td>
</tr>
<tr>
<td>- Five Essentials – Supporting Environment</td>
</tr>
<tr>
<td><strong>CITE Performance Standards</strong></td>
</tr>
<tr>
<td>- C1. Creates a Culture that Supports Social Emotional Learning and Effective Instruction</td>
</tr>
<tr>
<td><strong>New WhatIt! Materials to Support Improvement Planning</strong></td>
</tr>
<tr>
<td>- Teaching Adolescents: The Role of Non-Cognitive Factors in Impacting Student Performance</td>
</tr>
<tr>
<td>- Framework for Teaching: Comparison Guide e-07</td>
</tr>
<tr>
<td>- Social Emotional Learning Supports</td>
</tr>
<tr>
<td>- ASCA National Model</td>
</tr>
</tbody>
</table>

**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

<table>
<thead>
<tr>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

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

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.

Student Voice, Engagement, & Civic Life:

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

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.

Score

1 2 3 4
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 culture

- 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

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.

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 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
Restorative Approaches to Discipline:

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

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.
Parent and Family Partnership:

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
## School Excellence Framework Priorities

<table>
<thead>
<tr>
<th>Score</th>
<th>Framework dimension and category</th>
<th>Area of focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Expectations for depth &amp; breadth of Quality Teaching: Instruction</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>2</td>
<td>Expectations for depth &amp; breadth of Quality Teaching: Multi-Tiered System of Supports</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>2</td>
<td>Expectations for Quality &amp; Character of School Life: Culture for Learning</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Culture of &amp; Structure for Continuous Improvement: Aligned Resources</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Culture of &amp; Structure for Continuous Improvement: Instructional Leadership Team</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Culture of &amp; Structure for Continuous Improvement: Leadership &amp; Collective Responsibility</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Culture of &amp; Structure for Continuous Improvement: Professional Learning</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Expectations for depth &amp; breadth of Quality Teaching: Balanced Assessment &amp; Grading</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Expectations for depth &amp; breadth of Student Learning: Curriculum</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Expectations for depth &amp; breadth of Student Learning: Instructional Materials</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Expectations for depth &amp; breadth of Student Learning: Rigorous Student Tasks</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Expectations for depth &amp; breadth of Student Learning: Transitions, College &amp; Career Access &amp; Persistence</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Expectations for Quality &amp; Character of School Life: Parent and Family Partnership</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Expectations for Quality &amp; Character of School Life: Relational Trust</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Expectations for Quality &amp; Character of School Life: Restorative Approaches to Discipline</td>
<td>1 2 3 4 5 Ø</td>
</tr>
<tr>
<td>3</td>
<td>Expectations for Quality &amp; Character of School Life: Safety &amp; Order</td>
<td>1 2 3 4 5 Ø</td>
</tr>
</tbody>
</table>
### Goals

**Required metrics (Highschool)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Essentials: It is our goal to continue to be Well-Organized for school improvement</td>
<td>(Blank)</td>
<td>(Blank)</td>
<td>(Blank)</td>
<td>(Blank)</td>
<td>(Blank)</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank) 86.00</td>
<td>(Blank) 90.00</td>
<td>90.00</td>
<td>90.00</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank) 80.00</td>
<td>(Blank) 90.00</td>
<td>90.00</td>
<td>90.00</td>
<td></td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank) 72.00</td>
<td>(Blank) 80.00</td>
<td>80.00</td>
<td>80.00</td>
<td></td>
</tr>
</tbody>
</table>

**3 yr Cohort(SAT) Growth Measure (this will be a new metric)**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>(Blank)</td>
<td>85.00</td>
<td>85.00</td>
<td></td>
</tr>
</tbody>
</table>

**African-American School Growth Percentile SAT11**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>(Blank)</td>
<td>80.00</td>
<td>80.00</td>
<td></td>
</tr>
</tbody>
</table>

**Hispanic School Growth Percentile SAT11**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>(Blank)</td>
<td>70.00</td>
<td>80.00</td>
<td></td>
</tr>
</tbody>
</table>

**English Learner School Growth Percentile SAT11**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>(Blank)</td>
<td>80.00</td>
<td>80.00</td>
<td></td>
</tr>
</tbody>
</table>

**Diverse Learner School Growth Percentile SAT11**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>(Blank)</td>
<td>(Blank)</td>
<td>(Blank)</td>
<td>(Blank)</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>54.00</td>
<td>65.00</td>
<td>70.00</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>48.00</td>
<td>60.00</td>
<td>70.00</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>100.00</td>
<td>99.00</td>
<td>95.00</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### 4-Year Cohort Graduation Rate

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>91.00</td>
<td>90.00</td>
<td>92.00</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0.00</td>
<td>0.00</td>
<td>0.50</td>
<td>0.20</td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>(Blank)</td>
<td>87.00</td>
<td>90.00</td>
</tr>
</tbody>
</table>

### College Persistence Rate

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Blank)</td>
<td>(Blank)</td>
<td>85.00</td>
<td>85.00</td>
</tr>
</tbody>
</table>

### Average Daily Attendance Rate

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

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>96.00</td>
<td>95.00</td>
<td>96.50</td>
<td>96.00</td>
</tr>
</tbody>
</table>

### Custom metrics

0 of 0 complete

### Strategies

**Strategy 1**
Strategy 2

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 | Responsible | Timeframe | Status
---|---|---|---
Refine and adjust the unit plan template to better align standards/learning objectives, assessments, and the learning plan | ILT, IB Coordinators | Jun 1, 2018 to Aug 25, 2018 | 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
---|---|---|---
Refine and adjust the unit plan template to better align standards/learning objectives, assessments, and the learning plan | ILT, IB Coordinators | Jun 1, 2018 to Aug 25, 2018 | Not started
### Strategy 3

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

**Exemplary teachers**

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

**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**

<table>
<thead>
<tr>
<th>Action step</th>
<th>Responsible</th>
<th>Timeframe</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher leaders will model targeted instructional areas in their own classroom and teachers will engage in learning walks to observe instructional practices</td>
<td>Teacher leaders; teachers</td>
<td>Aug 1, 2018 to Jun 30, 2020</td>
<td>Not started</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>Action step</th>
<th>Responsible</th>
<th>Timeframe</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>Senior Leadership, Teacher Leaders</td>
<td>Aug 1, 2018 to Dec 31, 2018</td>
<td>Not started</td>
</tr>
</tbody>
</table>

**Instruction strategy, Cognitive engagement, Questioning & discussion**

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**

<table>
<thead>
<tr>
<th>Action step</th>
<th>Responsible</th>
<th>Timeframe</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Leaders will design and execute structures for lesson studies in teams for on-going cycles around the Motivational Framework</td>
<td>Senior Leadership, Teacher Leaders, departments</td>
<td>Oct 1, 2018 to Jul 1, 2020</td>
<td>Not started</td>
</tr>
</tbody>
</table>

**Learning walks, Instructional focus, Peer to peer observations**

If we do... Engage in deep learning and cycle work around the Motivational Framework for Culturally Responsive Teaching... then we see... 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... which leads to... 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.

**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 design and execute structures for lesson studies in teams for on-going cycles around the Motivational Framework.

**Senior Leadership, Teacher Leaders, departments**

<table>
<thead>
<tr>
<th>Action step</th>
<th>Responsible</th>
<th>Timeframe</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Leaders will design and execute structures for lesson studies in teams for on-going cycles around the Motivational Framework</td>
<td>Senior Leadership, Teacher Leaders, departments</td>
<td>Oct 1, 2018 to Jul 1, 2020</td>
<td>Not started</td>
</tr>
</tbody>
</table>

**Lesson study, Peer observations**

Teacher Leaders will design and execute structures for lesson studies in teams for on-going cycles around the Motivational Framework.
Teachers will utilize their understanding of the Motivational Framework to intervene with students who have not demonstrated proficiency on classroom assessments

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

Action Plan

Strategy 1

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

Evidence
ILT agendas ILT summer planning retreat

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

Evidence
ILT agendas ILT summer planning retreat Back to school PD agendas

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

Evidence
Learning agendas, department agenda, unit plans

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

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

ON-TRACK
Evidence
Department vertical alignment map

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

NOT STARTED
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

NOT STARTED
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

NOT STARTED
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

May 21

May 21
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

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

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

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

Teachers will utilize their understanding of the Motivational Framework to intervene with students who have not demonstrated proficiency on classroom
Parent Involvement in Targeted Assistance and Schoolwide Programs

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

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

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, e.g., 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**

**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. | $ 0.00
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

**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.

**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.
<table>
<thead>
<tr>
<th>Amount</th>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>$0.00</td>
<td>Postage</td>
<td>Must be used for parent and family engagement programs only.</td>
</tr>
<tr>
<td>$0.00</td>
<td>Software</td>
<td>Must be educational and for parent use only.</td>
</tr>
<tr>
<td>$1466</td>
<td>Furniture and Equipment</td>
<td>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.</td>
</tr>
</tbody>
</table>