



Simpson Academy HS for Young Women / Plan summary

2018-2020 plan summary

Team

Name	Role	Email	Access
Sherita Carter-King	Principal	sdcarter@cps.edu	Has access
Maria Delgado	Math Teacher	mdelgado77@cps.edu	Has access
Genevieve Tueros	World Language teacher	gatueros@cps.edu	Has access
Khadija Warfield	External partner/Young Lives	khadija@ylchicago.com	No Access
Kelly Hagler	External partner/Rush social worker	kelly_hagler@rush.edu	No Access
Andretta Winston	ESP/attendance coordinator	alwinston@cps.edu	Has access
Courtney Treadwell	English Teacher	cetreadwell@cps.edu	No Access

Team meetings

Date	Participants	Topic
03/05/2018	Sherita Carter-King, Veronica Falls, Maria Delgado, Gina LaRocco	CIWP roll out meeting with network
04/03/2018	Sherita Carter-King, Maria Delgado, Gina LaRocco, Khadija Warfield, Kelly Hagler, Genevieve Tueros	SEF Framework ratings with reflections/Goal-setting
04/09/2018	Sherita Carter-King, Genevieve Tueros, Kelly Hagler, Maria Delgado, Gina LaRocco, Andretta Winston	continue framework ratings/priority selection/goals
04/13/2018	Sherita Carter-King, Gina LaRocco, Maria Delgado	Strategies and Action Item development

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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At the onset of SY18, Simpson staff collectively reviewed and tweaked our mission and vision and developed core values for our girls based on recurring misbehaviors and our vision for success of our girls. Leadership strives to build and fully welcomes teacher leadership opportunities within the building. Regular ILT, Culture and Climate team meetings, counselor check ins, case manager, ELPT, and attendance check ins allow for shared leadership and collective responsibility for success among most members of our staff. Seventy percent of our staff are represented on these teams. A couple of our staff members are receiving restorative practices training (SY18) and are using this learning to build the capacity of other staff and students in the area of restorative practice. We continue to encourage ALL staff to take on leadership roles within our school community and continue to work towards creating and sustaining a coherent instructional program. Our SY17 5Essentials survey rated collaborative teachers at Strong.

Guide for Leadership & Collective Responsibility

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

Evidence, Measures, and Standards

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

Instructional Leadership Team:

Score

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.

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Our ILT team has been organized around a common purpose of improving the quality of instruction and student achievement at Simpson Academy. We meet every two weeks with an agenda aimed at organizing our meetings around focus areas related to school, network and district priorities as it relates to instruction and supporting students academically. Our ILT team represents staff from various departments (world language, ELA/MS, diverse learning, math, and counseling). We have been able to effectively use our time to discuss and implement plans which have supported our STAR assessment scores, PSAT preparation, attendance growth, and support for student academic achievement. Moving forward, we will improve in this area by structuring protocols and cycles of inquiry that give us an opportunity to problem solve around data from assessments and the classroom on a more regular basis.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Instructional Leadership Team Planning Tools ✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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Much of our professional learning is structured to address the priority needs of our school based on data from the SQRP, former CIWP priorities, and network/district mandates. Most of our professional learning has taken place during the school improvement days at the ends of the quarters with little time, currently, being dedicated to follow through, reflection and sharing. In addition to the staff improvement professional learning run in-house, many staff take advantage of external professional development opportunities that support their individual instruction. Our biggest hindrance here is time. We must find a schedule that allows us to program more teacher professional learning and collaboration time (PLCs). As of our last 5Es, our school was still rated very strong in the area of collaborative teachers. Our current schedule has not allowed for that same level of collaboration.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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Student needs are driven by data from our school's SQRP, CIWP, 5Essential survey data, and other staff and student surveys. Many of our recent resource allocations have been made based on improving instructional use of technology within our school. Advanced technology is one of the areas that was previously a part of our mission. Each department is working to enhance their instructional materials and find ways in which technology will support learning and student achievement. We are also utilizing financial resources to support collaboration time for departments during the day (sub coverage) and for after school collaboration (ILT meetings, etc.). This is all in support of developing a rigorous and engaging curriculum with instruction that prepares our young ladies for post secondary endeavors. In addition to our school resources, we have great external partners who support our students and staff during the new advisory period and, periodically, during the day and after-school with various SEL components including mentoring supports. One of our next steps is to develop a progress monitoring system that will help track the effectiveness of resources.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**
 - Use CPS Instructional Time Guidelines to maximize instructional time.
 - Use CPS Instructional Block Guidelines to maximize academic-engaged time.
- **Align the budget to the CIWP priorities and the mission of the school.**
 - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
 - Leverage strategic source vendors to maximize dollars.
 - Seek and obtain grants to support articulated needs.
 - Use grant funds strategically to support areas of highest need.
 - Maximize the use of supplemental funding to close any priority group achievement gaps.
- **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
- **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
- **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
 - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
 - Use an interview process including a protocol for questioning and select highly qualified candidates.
 - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
 - Check teachers' previous performance at CPS schools.
- **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
 - Ensure all students have fair access to high-quality teachers in the school.
- **Effectively utilize Related Service Providers at the classroom level.**
- **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
 - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
 - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
 - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
 - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
- **Make outreach efforts to engage community members as partners and resources.**
- **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
 - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Curriculum:

Score

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.

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Our work in this area is in progress. Teachers continue to work on creating curriculum and unit maps in their content areas using CPS guides. Updated content materials and professional development around new curriculum is ongoing. Lack of horizontal alignment will be addressed with the formation of PLC teams. Teachers are currently setting aside extended planning time to explore themes, standard vertical alignment, text choices, writing expectations, etc. in an effort to develop a rigorous and engaging curriculum that properly prepares ALL our young women to be critical thinkers and problem solvers in this society. Unit plans and lessons highlight the learning plan for students with special needs and English Language learners. Teachers and students have access to a computer lab, but further reference and resource materials for all students could be made available through a school library or resource center.

Guide for Curriculum

- - **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
 - Focus so units can be adequately addressed in the time available.
 - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
 - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
 - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
 - Diverse learners to demonstrate core knowledge and skills.
 - English Learners to develop academic language to demonstrate mastery.
 - Use English and native language development standards in addition to content standards to differentiate instruction and assessments for English learners, to ensure meaningful access to content, regardless of English language proficiency.
 - Understand research and implement programs to develop native language literacy for English learners.
 - Advanced learners to extend core knowledge and skills.
- **Integrate academic and social emotional learning.**
- **Connection to real world, authentic application of learning. For example,**
 - Provide opportunities for meaningful project-based learning.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums), colleges, universities, and community based organizations.
- - Curriculum is culturally relevant/sustaining and provides opportunities to explore and celebrate students' communities, culture, history, and language.
 - Curriculum is tailored to the strengths, needs, and interests of each student.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ Curriculum maps, vertical/horizontal✓ Sequencing and pacing guides✓ Thematic units which cover multiple disciplines✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none">✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none">Ambitious InstructionEffective LeadersCollaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none">✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy✓ CPS Literacy Scope and Sequence✓ CPS Math Scope and Sequence Guidance✓ Digital Citizenship Curriculum✓ K-12 Financial Literacy Guide✓ Personal Finance 3.0 Course✓ Physical Education Scope & Sequence✓ Health Education Scope & Sequence✓ Interdisciplinary African & African American Studies Curriculum✓ Interdisciplinary Latino and Latin American Studies Curriculum

Instructional Materials:

Score

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

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A variety of new and updated content materials and technology supports have been added this year (Pearson My Perspectives, Pearson Envision Math, new Spanish texts, new Drama texts, 1 to 1 chromebooks for our students, Accelerated Math, and other tech enhancements). Instructional needs of students could be met through analysis of data wall and tier placement with strategies. Use of flex days or monthly PLC meetings can be used for teachers to collaborate around instructional materials and activities, student achievement, possible interventions, and clear criteria for movement through or between academic tiers. Currently, teachers and other staff are collaborating to choose instructional materials that align to curricular plans and are adapted based on learning objectives and learner needs. We also look to include student choice or materials and resources as we plan a system for regularly getting student feedback of instructional units and the success of the unit in student learning and engagement. Although we have lots of new instructional materials, we are in the process of determining use and effectiveness.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ Cross-section of materials from a variety of content areas and grade levels✓ Evidence of scaffolding and differentiation for all students to access the content/skills✓ Description of materials in curriculum and/or lesson plans✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School	A3. Allocates Resources to Support Student Learning, Prioritizing Time
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none">✓ Universal Design for Learning Guidelines 2.0✓ UDL PD Modules✓ CPS Integrated Library System (S.O.A.R.)

Rigorous Student Tasks:

Score

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

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Our school is working to ensure that all our staff believe that all our students can learn. Culture for Learning will stand out over these next couple of years as a focus for our school. Though tasks may be rigorous in some classes at some times, we have not had an opportunity for staff to calibrate the rigor of their task to Bloom's or DOK nor have they had an opportunity to dig into the level of rigor and format of common core and SAT shifts. As we build our culture for learning and structure more professional learning opportunities, we will more effectively analyze our student tasks and student work to determine that they are indeed engaging in the CCSS shifts and higher order thinking demands.

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
 - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
 - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
 - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
 - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
 - Tasks are Integrative to draw on multiple standards.
 - Teach for Robust Understanding in Mathematics (TRU Math). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For Observation Tool ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (EQIP) ✓ Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

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

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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)

At Simpson, new students are transitioned through an orientation process and have access to our school counselor. Students are exposed to college and career options through OneGoal, (or ultimately Junior and Senior Seminar courses geared toward our population). Students complete career interest surveys. Students complete a portfolio project of research (comparing undergraduate programs, financial options, graduation rates) and apply to multiple colleges and universities, analyze costs, and living situations, and apply for FAFSA as well as applicable grants. Students also have the opportunity for goal-setting sessions and the analysis of their own transcripts, test scores, behavior, attendance, and grades through weekly Advisory periods. This year, students also have access to Naviance to help track college and career progress data. We have recently partnered with Junior Achievement to support our students with financial literacy and a Career to Success program.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Nipponica Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Everything College ✓ CPS Advisory Framework ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (ICSB, 2006)

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

Score

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.

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There is evidence that there are: 1) effective pedagogical approaches being used in different classes, 2) communication of objectives and their relevance to learning and 3) vocabulary development and questioning and discussion strategies being utilized in some classes. However, this is high demand for this to take place more often and in more classroom settings. We have used this year to start the focus on developing Agency, Authority and Identity. Some (not all) teachers have been provided some strategies that build student ownership of learning and help them navigate complex texts and tasks. Again, due to our lack of collaboration and professional learning time, these strategies have not been shared with other staff and there has not been much time for reflection of effectiveness and peer observation.

Guide for Instruction

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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

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Our school offers a variety of assessments to help with planning and guiding our instructional pathway; STAR, NWEA, PARCC, PSAT/SAT, ACCESS, BOY and EOY REACH performance tasks represent the vast array of standardized assessments that provide feedback to our staff. An area of growth for us is in the development of our formative assessment; ensuring they are rigorous and reflective of the key shifts in literacy and mathematics. We also plan to continue the work we have started with regard to standards based grading. We are in the infancy stages with getting adult buy-in around what standards based grading really is and how we might gradually bring this type of mindset to our own grading practices. Our ILT and on track lead regularly analyzes failure reports and grade reports to determine root causes and instructional needs for individual students or groups of students. Our entire staff has also had opportunities, this year, to analyze data from both STAR and PSAT assessments in order to guide planning goals and academic interventions.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
	<ul style="list-style-type: none"> 1.c. Selecting Learning Objectives 1.e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Framework for Teaching	
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
	<ul style="list-style-type: none"> ✓ CPS Balanced Assessment Framework & Assessment Models ✓ Assessment Design Toolkit ✓ Teacher Made Assessment Basics ✓ Grading principals and guidelines ✓ Great Schools Partnership –Grading + Reporting

Multi-Tiered System of Supports:

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

Score

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This continues to be an area of development for our school. Tier 1: Staff differentiate both in pre-planning and during lessons as demonstrated by student need. Data is used to drive instruction, but needs to be further formalized in a timely process. The data wall is used biweekly in Culture and Climate meetings and can be further visited by staff to trace effectiveness of interventions. The attendance coordinator and first period teachers make daily calls to guardians when students are absent. Advisory teachers are now making weekly calls home regarding attendance and academics. Tiers 2 and 3: Entry and Exit criteria was created for academic, behavioral, and social-emotional domains for Tiers 2 and 3. We are in the process of fine-tuning our interventions by tiers and developing a solid plan for progress monitoring to prove the effectiveness of interventions offered to students over a set period of time. Currently, our on track rates are 40+% higher than they were this time last year; as is our attendance rate which is 7-8% higher than it was this time last year.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence of multi-tiered system of supports (e.g. progress monitoring data, menu of available interventions in use, teacher team protocols in use) ✓ Evidence of Personal Learning Plan (PLP) implementation ✓ Integrated data system that informs instructional choices ✓ Flexible learning environments ✓ Use of student learning plans ✓ Use of competency-based assessments ✓ Use of personalized learning rubric ✓ Evidence of On Track monitoring and supports
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Attendance Rates ✓ Course success rates (e.g. grade distributions, pass/failure rates)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1a. Demonstrating knowledge of content and pedagogy 1b. Demonstrating Knowledge of Students 1d. Designing Coherent Instruction 2d. Managing Student Behavior 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B3. MTSS Implemented Effectively in School

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

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Within this last year, the focus on academics has grown. Staff are more engaged with student learning and a focus on student agency, authority, and identity with the various content areas taught. High expectations are being set through development of a college going culture, standardized test kick-offs, quarterly awards ceremonies, and the inclusion of technology to support instruction and learning. Our environment also reflects this improved culture for learning. In addition to public displays of student shout outs for attendance, academics and behavior, teachers are more purposeful with displaying student work which helps build more pride in work and learning. Because of the context of our school and several competing priorities, this continues to be an area of growth for us.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**

- Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

Evidence, Measures, and Standards	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
<u>MTSS Framework Curriculum & Instruction</u>	
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
Now What? Materials to Support Improvement Planning	
<ul style="list-style-type: none"> ✓ Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance ✓ Framework for Teaching Companion Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/te) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

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Through advisory, there are some mentoring structures set up to help build trust between staff and students and between students. We are building the capacity of staff to have more restorative conversations and have introduced strategies like talking circles to support relationships between all groups including staff/staff relationships. However, as has been mentioned in several other SEF areas, we must structure intentional collaboration time to ensure this is happening. Our counselor organizes regular new student orientations to ease the integration into a new educational environment. This allows new students to learn the foundations of success at Simpson and have an opportunity to connect with another student and staff member immediately after enrollment. We have a weekly bulletin called the Butterfly Bulletin that goes out to staff and partners that includes weekly announcements as well as opportunities to shout out staff and students for their work and for going above and beyond during the course of the week. Currently, out student attendance rate is 7-8% higher than it was last year this time.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/sel)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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

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Student council provides our students an opportunity to voice concerns and create new initiatives and events/activities for the entire student body. Students who take Civics are engaged in the discussion of current and controversial topics such as gun laws and politics in America. Simpson has participated in its first mock election in an attempt to bring this political and voting knowledge to all students. In an internal school/student developed survey 9 of 28 students said they disagreed or strongly disagreed that students are involved in decisions that affect them in school.

Guide for Student Voice, Engagement, & Civic Life

Study politics

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

- School staff have professional development, collaboration time, and curriculum resources to infuse civic learning across disciplines.
- Systems and structures exist where students are invited to participate in shaping school's policies, goals, instruction, and climate.

Evidence, Measures, and Standards

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

Safety & Order:

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

Score

1 2 3 4

We've developed a discipline policy that outlines those behaviors that should be classroom managed and those that should be referred to the discipline office (security, counselor or principal). Simpson Academy has a strong focus on restorative approaches to behavior. Because of this, many of our student behaviors do not end in punitive consequences. Student logger and cps email is used to keep staff informed of student behaviors so that all are aware of unusual situations that may arise. An internal student survey and check-ins with staff have reflected a feeling of increased safety and security this year within our school. The framework for positive behavior that has been developed school-wide consist of our DRIVE core values (Determination, Respect, Integrity, Vision, Empathy). As a school, our next steps in developing in this area includes teaching, modeling and better reinforcing by all staff members of clear behavior expectations in all areas of the school. This may also include planning professional learning communities that focus on classroom management and interventions that support positive behaviors. One hundred percent of our staff have communicated an increase in a feeling of safety in our school. Only 2 of our students who took the internal survey (or 7%) said they don't feel physically safe at school.

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
 - Manage classroom routines and procedures to maximize instructional time.
 - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning).
 - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
 - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
 - All adults use active supervision (move, scan, and interact) in all settings.
- **Have a voice and take informed action.**
 - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
 - Students initiate and lead some school improvement initiatives.
 - Students participate in democratic decision-making at the school level.
 - Students identify and research issues of relevance and work together to propose/advocate for solutions.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
 - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/pdf)

Restorative Approaches to Discipline:

Score

1 2 3 4

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.

Simpson has a culture and climate team that meets every other week. This team has worked to consider professional learning and supports needed among staff to build a more restorative environment. In addition, 2 of our staff are members of the district's restorative practices leadership cohort and have been building their own capacity to lead this restorative work within our school. Staff have received training in restorative conversations and in talking circles. Nearly all of our restorative conferences between students and/or between students and staff have ended positively. We have also worked to build out tiered SEL interventions to support all students and there are various strategies included that support a restorative environment at Simpson. We will continue to build the capacity of all students and staff to have a restorative approach to discipline and conflict.

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
 - A team meets regularly to organize systems that support a restorative environment.
 - Develop, reinforce, and model shared agreements and clear, positively stated expectations.
 - Well-managed routines and transitions maximize instructional time.
 - Engage families as partners.
 - Contact families frequently to inform them of positive student behavior and progress.
 - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
 - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
 - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
 - Use data to determine which behaviors should be retaught or more heavily reinforced.
 - Explicitly teach expected behavior and positively reinforce consistently school-wide.
 - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a discipline system that guides students to take ownership, resolve conflict, and learn from their actions.**
 - Support all staff to engage in restorative conversations and respond to behavior incidents in ways that de-escalate conflict, reteach expectations, build social & emotional skills, repair relationships, and cause minimal disruption to learning.
 - Support staff in understanding the impact of trauma on student behaviors and using trauma-sensitive approaches to discipline.
 - Identify clear disciplinary procedures for classroom-managed behaviors and office-managed behaviors. Develop a continuum of interventions and logical consequences that address the root cause of behavior and align to MTSS processes.
 - Ensure discipline systems minimize the use of punitive responses, including removing students from the classroom or school community.
 - Respond equitably to students in all subgroups. Implement processes that address and meet the needs of students who are impacted by behavior incidents.
 - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative processes.
 - Provide opportunities for students to take responsibility for repairing harm caused by their actions, generate solutions, and resolve conflicts with peers or staff.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested	✓ Misconduct data (Dashboard)
Evidence	✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

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

We have a welcoming school environment that is continually being improved aesthetically. Our main office atmosphere is very pleasant and responsive to the needs of parents, students, staff and visitors. Daily, our attendance coordinator calls homes of students who are tardy or absent from school and we have organized parent conferences through out the year to support growth in areas related to attendance, academics, and behavior. In addition, we have 2 parents who are active and regular attendees of our Simpson LSC. During the course of the year, we have held various events such as Back to School Night, "What Makes a Resilient Family" Open Forum sponsored by Rush, and we have had multiple events for the girls in which we have invited families to join in various celebrations. During the latter part of this year, we have started systems of regular communication to parents through advisory mentors which is being tracked through the student logger. Several teachers also connect with parents directly regarding student success and needs for improvement in the areas of class attendance, grades and behavior. Unfortunately, we haven't gotten much parent participation for the various events with the exception of our Fall Report Card Pickup where we had a 50% parent pickup rate.

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Option)

9 of 9 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Average Growth Percentile on STAR - Reading					
Reaching a 50% average growth percentile will move our school to the next point category in SQRP. Rates have been up and down over the past 3 years. Aiming toward 60% in the next 2 years will move Simpson into 5 points for this category.	40.00	48.00	50.00	55.00	60.00
Average Growth Percentile on STAR - Math					
Reaching a 50% average growth percentile will move our school to the next point category in SQRP. Rates have been up and down over the past 3 years. Aiming toward 60% in the next 2 years will move Simpson into 5 points for this category.	43.00	49.00	50.00	55.00	60.00
Percent Making Growth Targets on STAR - Reading					
Reaching a 55% on the percent of students making growth targets will move our school to the next point category in SQRP. Rates have been up and down over the past 3 years. Aiming toward 65% in the next 2 years will move Simpson into 5 points for this category.	43.10	53.30	55.00	60.00	65.00
Percent Making Growth Targets on STAR - Math					
Reaching a 55% on the percent of students making growth targets will move our school to the next point category in SQRP. Rates have been up and down over the past 3 years. Aiming toward 65% in the next 2 years will move Simpson into 5 points for this category.	46.00	56.50	58.00	61.00	65.00
1-Year Graduation Rate					
Because of our small senior class sizes, not having one girl graduate can affect this rate significantly, we expect we will always be between 90 and 100% of seniors graduating but we're choosing to keep our goal at 90% until we can see a better trend and work on getting more seniors enrolled.	(Blank)	95.00	90.00	90.00	90.00
Credit Attainment Rate					
Over the past 2 years, there has been steady growth in this metric. At the semester, we were at 80% of the school earning passing grades in all courses. Our academic interventions strategies currently in place are intended to help all students earn credit in all courses. Our initial goal for this year of 70% will earn us 5 SQRP points and we intend to show growth every year thereafter.	62.00	68.10	70.00	75.00	80.00
Stabilization Rate					
We are working to build this metric back up. We, periodically, lose students who seek to attend schools that have flexible day schedules and those schools are not CPS schools. In addition, our girls have the option of going back to their home school after delivery. As we are more stable in our school systems and curriculum and in providing quality supports to moms, we also expect to be more stable in the number of students remaining at Simpson after delivery. Our goal over the next 2 years is to get to 90% which will put us in the 5 point category.	91.00	83.10	85.00	87.00	90.00
Average Daily Attendance Rate					

60% will be our first benchmark in moving into the next SQRP category. Simpson was really close to this benchmark in SY17. Over the next 2 years, we will increase by 5% points each year in order to get to 70% which will take us into the 3 point attendance category.

69.30

(Blank)

60.00

65.00

70.00

Growth in Attendance Rate

This continues to be an area of challenge for our school given our mission and context. However, we are planning for strategic enrollment and stability moves in order to show attendance growth for all our students who are not currently pregnant. It will take us more than the next 2 years to get to a 60% or higher rate at which students are growing in their attendance. However, we do anticipate growth over the next years.

44.70

28.60

35.00

40.00

45.00

Custom metrics

1 of 1 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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SAT Total Score

Student performance on this standardized assessment will provide post secondary options, scholarship opportunities and will confirm the quality of our schools rigorous and engaging CCSS aligned curriculum.

(Blank)

(Blank)

800.00

850.00

900.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Develop rigorous and engaging curriculum (including scope and sequences and units for each course) that are tightly aligned to CCSS/NGSS and addressing the needs of all learners

Staff who are organized, prepared, and confident in their instructional planning/performance and students who are engaged in authentic learning experiences that help them become critical thinkers and problem solvers.

a clear and consistent academic experience for all students which will bring a 3-5% increase of students meeting growth targets in STAR, growth in PSAT and SAT scores, and a 3-5% growth in attendance due to students being better engaged in rigorous curriculum.

Tags:

Curriculum, Standards, Instruction planning, Unit plans, Aligned scope and sequence

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Determine focus standards and skills by course per quarter

Classroom teachers

Apr 16, 2018 to Jun 1, 2018

On-Track

Ccss, Ngss, Standards, Skills

Create a calendar/timeline of curriculum development professional learning activities that will address whole staff and differentiated groups of staff who have various curriculum development needs.

ILT/Admin

Apr 16, 2018 to Sep 1, 2018

On-Track

Professional Learning, Curriculum development, Differentiated professional learning, Curriculum timeline

Design curriculum development PD topics/themes to address the components of a rigorous and engaging curriculum (essential understandings, language goals, diverse and advance learners, SEL, culturally relevant/meaningful, project or field based learning)

ILT

May 1, 2018 to Aug 1, 2018

On-Track

Curriculum Design, Curriculum development, Authentic learning

Develop a curriculum/unit map rubric and/or template that teachers could use when planning their units.	ILT	May 1, 2018 to Aug 1, 2018	Completed
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Curriculum review, Curriculum rubric

Analyze data and student work to evaluate the effectiveness of curriculum design.	(Blank)	Oct 1, 2018 to Jul 1, 2020	Not started
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Data analysis, Data driven instruction, Curriculum review

Explore pre-packaged curriculum that will support our school specific needs for each course.	ILT, Department teams	May 1, 2018 to Jun 30, 2019	On-Track
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Instructional materials, Curriculum development

Strategy 2

If we do...

...then we see...

...which leads to...

If students develop executive skill strategies that enable them to track their growth and the school structures incentives that place value on student progress, work, and learning	students taking ownership of their learning goals and becoming more invested on a long and short term basis	increased student investment in their progress, increased GPA in at least 50% of students, and STAR growth by 3-5% percent.
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Tags:

Student ownership, Culture, Culture for learning

Area(s) of focus:

2

Action step

Responsible

Timeframe

Status

Plan for various "Culture for Learning" professional learning sessions where teachers can share strategies for building this within their classes.	ILT/Climate Team	May 1, 2018 to Aug 1, 2018	On-Track
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Professional Learning, Professional development, Culture for learning, High expectations

School-wide calendar of goals and incentives for students and staff to plan coordinating activities	Climate Team	Jun 1, 2018 to Aug 15, 2018	On-Track
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Incentive, Attendance incentives, Behavior incentives, Teacher recognition, Student awards, Classroom incentives, Student recognition

School-wide tool such as a student planner presented to students and include a session on practical use	ILT/Climate Teams	May 1, 2018 to Aug 15, 2018	Completed
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Student expectations, Student accountability, Student planner

Staff creates individualized classroom incentives with goals and coordinating activities	Climate Team	Jun 1, 2018 to Jun 1, 2019	On-Track
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Classroom incentives, Classroom culture

Ensure departments and grade level teachers plan curriculum to include executive functioning skills for students that include some consistencies across classrooms.	ILT/Dept. Teams	May 1, 2018 to Aug 15, 2018	Not started
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Executive functioning, Executive functioning skills, Organization

Strategy 3

If we do...

...then we see...

...which leads to...

Develop an MTSS process with clearly defined entry and exit criteria, interventions, and progress monitoring structures

consistent data driven cycles of inquiry that focus on implementation and adjustment of individualized academic and social emotional supports for all students. We also see students who feel connected to the learning environment.

higher attendance (sqrp goal of 60-70%), higher stabilization rate (70% or higher), higher credit attainment (70% or higher), and a decrease in behavioral infractions (lower OSS rate).

Tags:

MTSS, Progress monitoring, Interventions and supports, Tier

Area(s) of focus:

3

Action step

Responsible

Timeframe

Status

create an MTSS team/ person responsible list

Admin

May 1, 2018 to Jun 1, 2018

On-Track

Leadership and collective responsibility, Mtss team

Develop an MTSS MEETING CALENDAR (2 WEEK MONITORING)

MTSS Lead

Jul 1, 2018 to Aug 15, 2018

Completed

MTSS, Progress monitoring, Mtss plan, Meeting calendar

Finalize entry and exit criteria for tiers and place students accordingly

MTSS Team

Jul 1, 2018 to Jun 30, 2019

Completed

MTSS, Progress monitoring, Entry and exit criteria, Tiering

Create a menu of academic and social emotional interventions.

ILT/Climate/MTSS Teams

Apr 2, 2018 to Aug 1, 2018

Completed

Interventions and supports

Create progress monitoring structures including criteria/rubric for determining how/when students will be moved between tiers or when an intervention should be changed. Research MTSS monitoring tools.

MTSS Team

Jul 1, 2018 to Jun 3, 2019

On-Track

Progress monitoring, Data analysis, Mtss logging tool, Tiers

Strategy 4

If we do...

...then we see...

...which leads to...

If we design a professional learning program/calendar aligned to themes highlighted in our school's mission and CIWP; differentiated to address the needs of all our staff (including cycles of inquiry with safe practice)

staff who have regular opportunities for collaboration in professional learning communities; staff sharing effective instructional practices and learning best practices from one another based on student work and data.

a very strong rating in the areas of collaborative teachers and ambitious instruction on the 5Es survey; a 3-5% increase in numbers of students meeting growth targets on STAR and (P)SAT.

Tags:

Professional Learning, Professional development, Cycle of inquiry, Collaborative teachers

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

Solidify a schedule which will allow for staff collaboration opportunities in the form of department meetings, grade level meetings, Sped and EL checkins, data wall meetings, and PLCs to support instruction and assessment. Determine if this will take place during the school day or after school using Flex PD time.

Admin/Scheduler

May 1, 2018 to Jun 1, 2018

On-Track

Collaborative teachers, Professional learning community, Professional learning calendar, Pd calendars

Identify a professional development calendar with topics for whole staff that will include PLCs and PD around areas stated in our mission and CIWP (i.e. instructional use for technology, cognitive demand, analyzing student work, SBG, culture for learning, curriculum development and evaluation, and MTSS).

ILT

May 21, 2018 to Aug 15, 2018

On-Track

Pd planning, Pd calendars

Develop a PD survey to provide staff in an effort to determine ways of differentiating PD/PLCs for staff in the new year.

Admin/ILT

May 21, 2018 to Aug 15, 2018

Not started

Differentiation, Staff development

Complete an assessment of which staff might be open to presenting various best practice strategies to their peers in the new year. Use this information as a way of sharing leadership with staff.

ILT

May 21, 2018 to Aug 15, 2018

On-Track

Action Plan

Strategy 1

ON-TRACK

Determine focus standards and skills by course per quarter"

Apr 16, 2018 to Jun 01, 2018 - Classroom teachers

Status history



ON-TRACK

May 16, 2018

Evidence

List of standards and skills by course/quarter

ON-TRACK

Create a calendar/timeline of curriculum development professional learning activities that will address whole staff and differentiated groups of staff who have various curriculum development needs."

Apr 16, 2018 to Sep 01, 2018 - ILT/Admin

Status history



ON-TRACK

May 16, 2018

Evidence

Professional development calendar reflective of curriculum development sessions

ON-TRACK

Design curriculum development PD topics/themes to address the components of a rigorous and engaging curriculum (essential understandings, language goals, diverse and advance learners, SEL, culturally relevant/meaningful, project or field based learning)"

May 01, 2018 to Aug 01, 2018 - ILT

Status history



ON-TRACK

May 16, 2018

Evidence

Professional development calendar with PD topics related to curriculum development themes

COMPLETED

Develop a curriculum/unit map rubric and/or template that teachers could use when planning their units."

May 01, 2018 to Aug 01, 2018 - ILT

Status history



COMPLETED

May 16, 2018

Evidence

NOT STARTED

Analyze data and student work to evaluate the effectiveness of curriculum design."

Oct 01, 2018 to Jul 01, 2020 -

Status history



NOT STARTED

May 16, 2018

Evidence

ON-TRACK

Explore pre-packaged curriculum that will support our school specific needs for each course."

May 01, 2018 to Jun 30, 2019 - ILT, Department teams

Status history



ON-TRACK

May 16, 2018

Evidence

Strategy 2

ON-TRACK

Plan for various "Culture for Learning" professional learning sessions where teachers can share strategies for building this within their classes."

May 01, 2018 to Aug 01, 2018 - ILT/Climate Team

Status history



ON-TRACK

May 16, 2018

Evidence

Professional learning calendar with specific culture for learning based topics included

ON-TRACK

School-wide calendar of goals and incentives for students and staff to plan coordinating activities"

Jun 01, 2018 to Aug 15, 2018 - Climate Team

Status history



ON-TRACK

May 16, 2018

Evidence

Incentive plans and plans for quarterly assemblies

COMPLETED

School-wide tool such as a student planner presented to students and include a session on practical use"

May 01, 2018 to Aug 15, 2018 - ILT/Climate Teams

Status history



COMPLETED

May 16, 2018

Evidence

Presentation and/or advisory lesson plan(s) focused on student expectations and the information included in the planner.

ON-TRACK

Staff creates individualized classroom incentives with goals and coordinating activities"

Jun 01, 2018 to Jun 01, 2019 - Climate Team

Status history



ON-TRACK

May 16, 2018

Evidence

List of classroom incentive options that are effective with our community of learners

NOT STARTED

Ensure departments and grade level teachers plan curriculum to include executive functioning skills for students that include some consistencies across classrooms."

May 01, 2018 to Aug 15, 2018 - ILT/Dept. Teams

Status history



NOT STARTED

May 16, 2018

Evidence

An executive functioning plan for each content area/grade level.

Strategy 3

ON-TRACK

create an MTSS team/ person responsible list"

May 01, 2018 to Jun 01, 2018 - Admin

Status history



ON-TRACK

May 16, 2018

Evidence

Team member names

COMPLETED

Develop an MTSS MEETING CALENDAR (2 WEEK MONITORING)"

Jul 01, 2018 to Aug 15, 2018 - MTSS Lead

Status history



COMPLETED May 16, 2018
Evidence
MTSS meeting calendar with topics

COMPLETED
Finalize entry and exit criteria for tiers and place students accordingly"
Jul 01, 2018 to Jun 30, 2019 - MTSS Team

Status history

May 16

COMPLETED
May 16, 2018
Evidence
Clearly defined entry and exit criteria identified for academic and SEL tiering with a protocol for identifying students in each tier (data wall to support)

COMPLETED Create a menu of academic and social emotional interventions."
Apr 02, 2018 to Aug 01, 2018 - ILT/Climate/MTSS Teams

Status history

May 16

COMPLETED May 16, 2018
Evidence
Clearly defined list of interventions for all tiers in both academic and SEL areas

ON-TRACK
Create progress monitoring structures including criteria/rubric for determining how/when students will be moved between tiers or when an intervention should be changed. Research MTSS monitoring tools."
Jul 01, 2018 to Jun 03, 2019 - MTSS Team

Status history

May 16

ON-TRACK May 16, 2018
Evidence
Effective and regular use of a tool (every 3-4 weeks) that allows us to identify tier classifications for all students.

Strategy 4

ON-TRACK
Solidify a schedule which will allow for staff collaboration opportunities in the form of department meetings, grade level meetings, Sped and EL checkins, data wall meetings, and PLCs to support instruction and assessment. Determine if this will take place during the school day or after school using Flex PD time."
May 01, 2018 to Jun 01, 2018 - Admin/Scheduler

Status history

May 16

ON-TRACK May 16, 2018
Evidence
Master schedule and bell schedule with scheduled PD time

ON-TRACK

Identify a professional development calendar with topics for whole staff that will include PLCs and PD around areas stated in our mission and CIWP (i.e. instructional use for technology, cognitive demand, analyzing student work, SBG, culture for learning, curriculum development and evaluation, and MTSS)."

May 21, 2018 to Aug 15, 2018 - ILT

Status history

May 16

ON-TRACK

May 16, 2018

Evidence

A Professional learning plan with topics for the year

NOT STARTED

Develop a PD survey to provide staff in an effort to determine ways of differentiating PD/PLCs for staff in the new year."

May 21, 2018 to Aug 15, 2018 - Admin/ILT

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

PD planning survey with staff responses

ON-TRACK

Complete an assessment of which staff might be open to presenting various best practice strategies to their peers in the new year. Use this information as a way of sharing leadership with staff."

May 21, 2018 to Aug 15, 2018 - ILT

Status history

May 16

ON-TRACK

May 16, 2018

Evidence

List of teacher leaders willing to lead PD throughout the year

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

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

- ESSA Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.
- Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

All NCLB and Title I policies will involve the Chair of the ALSC and other parents who participate in the ALSC and PAC meetings. Meetings will take place on a monthly basis with input/suggestions for improvement. Parents will receive NCLB documentation and information at least twice during the school year on Back to School Night in September and during mandatory report card pick up dates (Fall semester: November & Spring semester: April). NCLB Title I information will be updated on the school's website as needed. Information, relevant data and progress will also be shared during monthly PAC meetings. There are also opportunities for targeted information to go out to parents in a principal newsletter at the same time that progress reports are mailed to homes.

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

For SY19, both the annual informational meeting and the PAC organizational meeting will be held on Wed. September 26th, 2017. At this yearly meet and greet for students, staff and parents, information will be distributed to parents to inform them of the school's participation in ESSA, Title I programs. Parents will also be invited to monthly ALSC meetings. Monthly ALSC notices will be sent home with students and posted throughout the school building; Robo calls and calendars will go out reminding parents of the monthly meetings. At the beginning of the school year and before every enrollment, our school will have an enrollment process that encourages parents to be present for school events, reviews school information, reviews parent involvement expectations, and determines the best way in which they would like to communicate and build the home to school connection.

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.

Based on suggestions from monthly meetings, ALSC participation and grade level events planned throughout the year, our school would identify where in the CIWP the suggestions would support and analyze if the suggestion answers the question "How does this advance student achievement?". Depending on the suggestion, it will be presented on our school's ILT, ALSC, or Climate team and a shared decision will be made.

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.

Certain State mandated assessments do not apply. Simpson Academy utilizes STAR data as the official assessment for reading and math. STAR assessment is administered three times/school year (Fall, Winter and Spring) to students. This data is utilized to measure students' progress and proficiency levels in reading and math. In addition, we will also be providing information about Fall PSAT performance and Spring (P)SAT growth. Parents will be notified during grade level parent nights so that our staff are able to explain the results and take questions directly. In addition, during report card pickup events, our teachers along with our counselor will distribute most recent assessment data and review the results individually with parents and discuss next steps for the students to show progress. If data arrives off cycle from our parent conference dates, the assessment reports will be mailed out individually to homes.

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.

As necessary, mandatory NHQ letters will be mailed home to parents in a timely fashion.

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.

During our beginning of year meetings such as Back to School Night, mandatory report card pick up and progress report distributions, parents will be able to meet/speak with ALSC reps, our counselor, and school administrators to understand all State and local assessments. Parents will also be able to sign up for Parental Portal at each event and walk through the process of navigating Gradebook as a tool to monitor their child's academic progress. Back to school night and grade level nights will also serve as an opportunity to understand how to work the educators in the building.

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.

Parents will be able to utilize the designated partner/parent resource room during normal school hours. Parents will have access to computers, internet and printers to help them monitor their child's progress. Designated staff will be available to assist parents throughout the week with parent portal or other parent related training regarding literacy and/or technology. We are working on utilizing some of our partners to support our school in facilitating parent training, engagement and involvement during the school day or after school.

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.

With an advisory program this year and the support of our partners, our staff will have at least 1 opportunity each month for an all staff meeting. During this staff meeting, I will include a block of time for the parent-school connection and discussing ways in which we could better build ties with parents (i.e. how to use parent portal). In addition, at least bi-weekly, advisory mentor teachers will make calls to parents with updates on student attendance, achievement and upcoming events. This helps focus communication in areas of celebration AND growth and hopefully doesn't turn parents off from regular communication with parents.

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.

All partners that work within the school, will be required to have a parental component that will include programs to involve and increase parental involvement. Partners such as Literature For All of Us will host parent/student book reading nights. Parents will also be allowed to sit in on monthly meetings with the Salvation Army Daycare to provide input/suggestions as needed. There are also home visit programs in place in which our girls can sign up to have someone visit the home to support learning for our girls and their own children. We will also like to get specific thoughts from parents who are participating in our ALSC and PAC teams.

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.

We will review the home language survey information to determine if we need to distribute information and set up robocalls in multiple languages. If this is necessary, all information that has to be distributed to parents will be in both English and Spanish; this will include robocalls and principal newsletters with a calendar of events for that particular time of the year.

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)

n/a

School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet

the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The mission of Simpson Academy is to educate and empower young mothers and prepare them for success in college, career, and life. Our school offers a competitive academic standards-based curriculum, as well as wrap-around services focused on parenting, health, and life-skills education. We tailor our programs to guide students toward success in a 21st century world. This year, we are exploring curriculum and instructional resources that allow for more engaging/culturally relevant, problem solving and skills based learning. Teacher PD will be offered to support with rigorous and engaging instruction and with supporting students when concepts are challenging. Our development of an MTSS process will be established to support students with meeting the challenges of rigorous work.

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.

Mandatory parent-teacher conferences will be held each semester (Fall and Spring) and every 5 weeks at progress report distribution. Parents will have the opportunity to come and meet with teachers after school (during distribution of progress reports). In addition, Grade level nights will be held each semester, allowing parents the opportunity to conference with teachers.

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

Parents will receive frequent reports on their child's progress through mandatory parent- report card pick up (Fall and Spring) as well as parent nights held at every five week progress report distribution. Progress reports will also be mailed for those parents who are unable to make it up to the school. Lastly, staff will have explicit protocols established to have more regular communication with parents either by phone or email to update them on progress of students. Parent portal will also support the school with this task.

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

Our school will hold Parent Conferences and set up individual parent conferences as needed with teachers. As teachers will be available for individual parent conferences during report card pick up and all parent nights . If conferences are needed during the school day, administrators will provide coverage. With our new telecom conference technology in the conference room space, parents are also open to the option of video conferencing with staff during the day or after school.

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 will be able to set up individual appointments with teachers to volunteer in classrooms. The school has an open door policy for parents to volunteer and participate in all school activities.

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

Parent portal sign-ups are crucial to regular updates regarding student attendance and academic monitoring. For students who may be in tiers 2 or 3 for academics or SEL, there may be other interventions like homework accountability checks or daily performance reports that require a parent signature. Most importantly, parents can assist with learning by ensuring they are available to support with uplifting events as well as if there are issues that need to be addressed. Getting up to date contact information including an email will be top priority starting the school year.

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 able to make individual conferences with teachers as needed. Parents will also be able to set up one on one evaluation(s) with the School Counselor to go over their child's academic progress (credit attainment, college enrollment, scholarships, summer school, etc). During our parent events like Back to School Night and grade level meetings after school, parents will be able to contribute to decisions relating to their child's education. Next year, we hope to have more parent surveys to give us feedback in advance of the My Voice My School feedback that doesn't come until April/May.

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).

In addition to our awards recognition ceremonies each quarter, our school will structure opportunities for student accountability through reflection check-ins during advisory and conference type sessions with teachers during some courses which will allow students to reflect on things such as attendance, positive attitude and grades. We have begun grade level and course plans to structure certain executive functioning skills that will help students be more organized and successful in their classes.

Parent Budget

Complete

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

Our goal for utilizing this money, \$309, is to plan for a parent engagement event early on in the school year that will provide parents some resources and supports from our external partners, showcase student work and achievement, and familiarize parents with our school, our staff, and our mission for educating their children and empowering them to be well-informed and supportive parents to their own children. Some of the topics that will come out in parent sessions include topics such as: Coping with High Stakes Assessment, Mental Health and Depression, Strategies for Parenting (and Supporting) a Teen Parent.

Allocate your Mandated Title 1 Parent and Family Engagement Funds to support your Parent and Family Engagement Program.

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ Amount .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 80 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 77 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ Amount .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 100 .00
<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ Amount .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ 52 .00
53306	Software Must be educational and for parent use only.	\$ Amount .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$ Amount .00

