



Air Force Academy High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/14/2018	All	Introduce the CIWP; self -assess the SEF and delegate the work
03/07/2018	Team members only	SET Goals and introduce expected timeline
03/09/2018	Mini Team	Ensure all timeline items are met
03/07/2018	Mini Team to	establish agenda for the first full team member
03/21/2018	Full Team members	Establish strategies
04/10/2018	Sub meetings	Establish Action Steps
03/08/2018	Grade Level Teams	Write Strategies
03/15/2018	Grade Level Teams	Write Strategies

04/05/2018	Grade Level Teams	Write Action Steps
03/21/2018	BOG	Introduce CIWP and write Parent related Strategy
03/15/2018	PAC	Introduce CIWP and write Parent related strategies
04/11/2018	ILT meeting	upload all strategies
04/04/2018	CIWP Team	to determine the theory of actions
04/13/2018	CIWP Team	complete upload strategies and action steps and submit draft
05/16/2018	CIWP Approval	BOG to approve the CIWP
05/16/2018	CIWP presented to School Staff	Staff Meeting/ILT
11/28/2018	Entire Staff	to review and update status of actions and modify as necessary

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

1 2 **3** 4

We have appointed grade level and department leads. We have an identified ILT, PPC, PPLC, and other integral teams that create focus and shared responsibility. We have established a collaborative leadership culture within the organization. This improvement is an intentional shift towards data-based school improvement goals. Since the weak results in the leadership section of the 2017 5Essentials, we have intentionally standardized meeting agenda templates in order to provide teacher leaders with paralleled structures. Students have leadership roles in the NHS, SGA, AFJROTC cadet staff, and the SVC, which aligns to our school mission developing the full potential of all stakeholders.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
 - Use the Multi-Tiered System of Support framework as a standard for how to distribute leadership and make significant decisions both academically and social-emotionally.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.

- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

Instructional Leadership Team:

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

Score

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We have a very comprehensive ILT with stakeholders who intersect all areas of school leadership, including grade-level and department leads, counseling department, and administration. These individuals meet weekly as teacher leaders, and bi-weekly as an ILT. With a planned agenda, the ILT exchanges ideas and thrusts teaching teams forward with our B or Better campaign, utilization of our powerful practices and TIA, fidelity with our MTSS practices, data-driven instruction (DDI) cycles and district-mandated initiatives. The ILT is targeting improvement of teaching based on PSAT/SAT results, supported by data provided by Academic Approach. In addition, the team has developed a unit plan feedback tool, provided teachers with a comprehensive layout for curriculum and unit mapping.

The 5Essentials survey indicates a need for deliberately-planned activities that cultivate mutually trusting relationships on the instructional leadership team. We have implemented adult SEL using CASEL resources and teacher-led activities.

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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According to the 5Essentials Full Report, 2017 was the lowest performing year for teacher collaboration in the past four years. In response to this neutral rating, we have built time into our master schedule for weekly grade level and departmental meetings. Our flex schedule yields itself to regular teacher-initiated professional development. We also have a new, robust staff mentor program. Time is also allotted to plan and implement both network and district initiatives. The implementation of peer observations and ICE walks are proving to positively impact the quality of teaching school wide (Instructional Core Effectiveness walk results). Analyzing student work continues to be an area of growth, and time is built into the professional development calendar to facilitate teacher proficiency and collaboration around using results from formative and summative assessments in future planning.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	82. Observes and Evaluates Staff and Gives Feedback to Staff 86. 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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Between 2016 and 2017 there was a negative shift on the 5Essentials in areas connected to managing resources. These lower ratings were impacted by loss of ESP positions (i.e. Parent Liaison). We now have a full teaching and school support staff with no temporarily-assigned teachers. We are in the process of developing a protocol for staff exit interviews. In the last two years, we have modified the new staff and administration interview protocol and modeled school-wide practices in the hiring process. The BOG and PPLC are active in overseeing major budget decisions and ensure that school resources are managed equitably. This year we identified the need for an additional security personnel and an assistant aviation instructor and acted accordingly.

Guide for Aligned Resources

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

Evidence, Measures, and Standards

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

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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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.

Teachers are learning how to align the assessments to administration-reviewed curricula. The ILT developed an assessment calendar, which prevents student test fatigue. As a teaching staff, there is an elevated buy-in for teacher-created and teacher selected assessments. Each grade level has adopted a student-friendly weekly grade update day, which gives students assurance that grades will be updated regularly. Grade level teams monitor student grades on a weekly basis for progress in the "B or Better" initiative. All core subjects have implemented a five-week interim assessment schedule per the network recommendations. Under the execution of this five-week interim assessment system, we have seen evidence of marginal (0-5%) growth across core subjects from 9th-11th grade. Administration created rubrics for review of teacher-created units, assessments, and differentiation. Using this rubric, teacher alignment to standards (CCSS, SAT, NGSS) has improved by 25%.

Guide for Curriculum

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SGRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	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:

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

Score

1 2 3 4

One out of six subjects have textbooks that are outdated or insufficient for classes, teachers use updated online resources and teach students how to effectively take notes using Cornell note taking strategies. We do not have one-to-one electronics, but instructional materials are used at the discretion of teachers. Ninety-Five percent of teachers are utilizing multimedia resources to meet the needs of students with various learning styles. Students have multiple means of accessing material (Google Classroom, Edmodo, Student Portal, Gmail, etc.).

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	✓ SGQR Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 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
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:

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

Score

1 2 3 4

All GLTs have implemented school-wide practices of reviewing student work weekly. Teams discuss and measure students work using the DOK matrix to ensure a variety of learning tasks within the classroom. We are currently in the developing stages of regularly reviewing student work by departments, and continue to adjust the rigor based off the needs and growth of our students from BOY to EOY.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	Teaching for Robust Understanding in Mathematics (TRU Math)
✓	Math Practices: What to Look for Observation Tool
✓	Checking In: Do Classroom Antecedents Reflect Today's Higher Standards?
✓	Student Work Protocol (SQAP)
✓	Slice Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

All students attend at least one college visit each year and have opportunities to research majors, cost, and scholarships. The school conducts at least one college fair and one career fair each year. All students have Naviance accounts. Counselors engage 9th through 11th grade students in monthly post-secondary guided lessons (i.e. Naviance, Individual Learning Plans, college and career exploration, scholarships, graduation requirement overview, etc.). All seniors students receive weekly post secondary guided lessons (college selectivity/fit and financial aid/scholarship) and to complete a minimum of three scholarship applications and four college applications. Over the course of each school year, a minimum of five state universities and HBCUs conduct recruiting events for students in their third and fourth year. We offer two AP courses, have submitted an application for dual enrollment, offer virtual learning, and provide students with comprehensive credit recovery options to ensure every student has the opportunity to graduate on time. Ninth through eleventh grade students receive weekly Guidance lessons, which prepares them for the college decisions they will make as seniors.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, CTE recruitment fairs, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
- **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals. Expose students to CTE Pathways around career options
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.

- Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships 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 (CCSR, 2004)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

Teachers are incorporating AAI, SEL, and SAT-guided TIAs in units. Day-to-day classroom ideas periodically involve cross-curricular concepts, but this has not yet become a school-wide practice. Many classrooms are still teacher-led, but some classrooms exemplify characteristics of distinguished student engagement. In our 2018 MOY Instructional Core Effectiveness walk, 95% of all classes observed demonstrated evidence of differentiated instruction. During this same walk, 50% of all observed classes also demonstrated evidence of student engagement under AAI. Approximately 70% of all teachers who have received at least one formal REACH observation demonstrated UBD. All core subjects have completed at least two rounds of peer-to-peer observations utilizing the AAI rubric. The district has scored our school as SEL Established.

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:

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

Score

1 2 3 4

Teachers are learning how to align the assessments to administration-reviewed curricula. The ILT developed an assessment calendar, which prevents student test fatigue. As a teaching staff, there is an elevated buy-in for teacher-created and teacher selected assessments. Each grade level has adopted a student-friendly weekly grade update day, which gives students assurance that grades will be updated regularly. All core subjects have implemented a five-week interim assessment schedule per the network recommendations. Under the execution of this five-week interim assessment system, we have seen evidence of marginal (0-5%) growth across core subjects from 9th-11th grade. Administration created rubrics for review of teacher-created units, assessments, differentiation. Using this rubric, teacher alignment to standards (CCSS, SAT, NGSS) has improved by 25%.

Guide for Balanced Assessment & Grading

- Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see *MTSS and Instruction*)
- Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments. (see Rigorous Student Tasks)
- Utilize assessments that measure the development of academic language for English learners.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs

- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit.
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
Measures	✓ Examples of gradebooks
	✓ School's grading policy
Five Essentials	✓ Grade distribution reports (course success rates)
	✓ SQRP Attainment and Growth
MTSS Framework	Ambitious Instruction
CPS Framework for Teaching	Curriculum & Instruction
	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	2d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3d. Reflection on Teaching & Learning
	4b. Maintaining Accurate Records
	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 **2** 3 4

Mentor days occur once every month aligned to SEL, SVC, or MTSS topics. Due to intentional support strategies, our FOT rate for first semester was 100%. At the end of first semester, our SOT was 92%. All core subjects implement five-week interims as a means to measure student growth in key SAT domains. We have implemented two cycles of DDI in order to determine what additional Tier 2/Tier 3 supports are needed per student and to further support differentiated instruction per the needs of students. Currently, 25% of all teachers are using the logging tool for MTSS interventions. We lack a flowchart to determine how and when to escalate from Tier 1 to Tier 2 to Tier 3 interventions. All grade levels have developed grade-level specific intervention strategies based truancy or grade data. These strategies and their effectiveness are reviewed weekly at all grade-level team meetings. We are considering implementing Personal Learning Plans for all students escalated to Tier 2 interventions. Attendance throughout the school year has consistently remained at 92%.

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-P02).**
 - 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

1 **2** 3 4

- Monthly Student-Teacher Mentor Days
- Twenty-four extra curricular clubs and activities
- Five student lead activities
- Promotion of creating respect and rapport through our “Raise it Up” merit system
- 100% school wide promotion of the military model and CHAMPS

The above programs are emerging and in development. Based on the first year results of these programs, we will continue to modify as needed.

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 ✓ SQAIP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Collaborative Teachers Supportive Environment
MTSS Frameworks Curriculum & Instruction	
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> ✓ 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 Competency Guide p. 50 ✓ Social Emotional Learning Supports (cps.edu/see) ✓ ASCA Mindsets & Behaviors 	

Relational Trust:

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

Score

1 **2** 3 4

- Monthly Student-Teacher Mentor Days
- Twenty-four extra curricular clubs and activities
- Five student lead activities
- Promotion of creating respect and rapport through our "Raise it Up" merit system
- 100% school wide promotion of the military model and CHAMPS

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	<ul style="list-style-type: none"> 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	
<ul style="list-style-type: none"> ✓ Social Emotional Learning Supports (cps.edu/sel) ✓ Trust in Schools: A Core Resource for School Reform (ASCD) ✓ Creating a School Community (ASCD) 	

Student Voice, Engagement, & Civic Life:

Score

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

1 2 3 4

Formed a Student Voice Committee comprised of students from every grade level.
 Departmental classroom bi-monthly observations pushing and promoting AAI in the classrooms.
 Provided opportunities for students to represent their school (e.g. MathWorks (M3) Math Modeling Challenge; Hamilton performance competition; Color Guard; Golden Apple Foundation Celebration of Excellence Awards, AERO Stars, Memorial Day Parade, Veteran's Day Parade, Bud Billiken Day Parade, etc.)

The above programs are emerging and in development. Based on the first year results of these programs, we will continue to modify as needed.

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"> ▪ MVMS Student Survey completion rates and results ▪ Artifacts from student-run organizations and events (including SVCs) ▪ Meeting minutes/agendas that include student participation ▪ Policies regarding student engagement in decision making ▪ Service learning reports and/or reflections of SL projects ▪ Unit and curriculum maps, rubrics, assessment artifacts ▪ Evidence of student work ▪ Democracy School recognition
Measure	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2b. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA, NST 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

Student informal surveys that focus on SEL needs are monthly during Mentor Day activities.
 Maintain three security staff members that have at least five years of experience.
 Daily formations are conducted to reinforce the military model.
 Town-hall meetings are facilitated by Administration to give students dedicated time to voice their concerns about their personal safety on school grounds.
 The continual presence of student hall monitors are selected by JROTC staff, establishes order in the common areas.

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/sel)

Restorative Approaches to Discipline:

Score

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

1 2 3 4

We worked with a "Restorative Coach" to learn best practices for implementing policies and procedures that are proactive, positive and productive to avoid any distractions to the learning environment. As a result, we now have two teacher-coaches who will serve as resources onsite.

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.

- Monthly Parent Advisory Committee (PAC) meetings
 - Bi-monthly Board of Governors (BOG) meetings; regularly meet quorum
 - Monthly parent night activities**
 - Quarterly celebrations of heritage and ethnicity, with an average of 1,200 parents and community members in attendance annually**
 - Parents are encouraged to sign up for and regularly monitor student progress through parent portal (approx. 90% of families are registered).
 - Parent Square reaches approximately 85% of parents and 100% of teachers to share announcements and community information.
 - 70% of parents attended the first quarter parent teacher conferences and report card pickup.
- **These activities are emerging and in development. Based on participation and feedback, we will continue to modify them as needed.

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: Parent and Family Partnership	1 2 3 4 5 \emptyset
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: Aligned Resources	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: 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: 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: Instructional Leadership Team	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 \emptyset

Goals

Required metrics (Highschool)

17 of 17 complete

2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
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My Voice, My School 5 Essentials Survey

We have been intentional about meeting with our partners from the University of Chicago to improve trust within our building. Based on our own surveys, we believe a healthy focus on student voice will move us into a more well-balanced community. We are urging our students and parents to become active members of the AFAHS family.

(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
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PSAT 9 Annual Growth Measure

We are increasing the number of ninth graders over the next two years. Using NWEA and High School to and Through data we will determine students' academic and attendance needs. We will then assess and create a personalized learning plans for tier 2 and 3 students. Additionally, we will implement a 5 week unit and assessment cycles for all core classes and use data driven instruction to determine our differentiation instruction and MTSS needs

(Blank)	23.00	24.00	25.00	35.00
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PSAT 10 Annual Growth Measure

The current 10th grade class was in the 6th percentile of growth, but our team attributes that low metric to the newness of the testing style. Teachers have shifted classroom practices to familiarize students with the type of rigor and questioning styles addressed by the PSAT. We will have a very small 10th grade class in SY19, but they performed well on the PSAT 9. We anticipate they will continue to make average growth through sophomore year.

(Blank)	11.00	14.00	20.00	50.00
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SAT Annual Growth Measure

Our 11th graders of SY19 are anticipated to show greater growth on the SAT than previous classes due to familiarization with the test and having no teacher vacancies.

(Blank)	39.00	44.00	50.00	55.00
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3 yr Cohort(SAT) Growth Measure (this will be a new metric)

This goal is based on feedback from our partners at Academic Approach. Looking at the data from in-house PSAT suite, we anticipate our students being able to increase the growth measure by five or six points in the next two years.

(Blank)	(Blank)	39.00	40.00	45.00
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African-American School Growth Percentile SAT11

We are taking the district recommendation. Additionally, we are intentional with measuring our AA students with instruction and Academic Approach assessment results, which drives the DDI process

(Blank)	18.00	19.00	24.00	39.00
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Hispanic School Growth Percentile SAT11

We are intentional with measuring our Hispanic academic growth; adjusting instruction and measuring growth with our Academic Approach and interim assessment results, which drives our DDI process.

(Blank)	(Blank)	22.00	30.00	50.00
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English Learner School Growth Percentile SAT11

We have a small population of EL students and no ELL teacher support. However, one of our school counselors is ELL certified and provides instructional supports for our EL students and their teachers; additionally, our Case Manager provides academic and SEL support for our EL students.

(Blank)

(Blank)

15.00

20.00

30.00

Diverse Learner School Growth Percentile SAT11

Our DL department uses the differentiating process throughout with strong fidelity; the department identifies the DL students' social and academic strengths and needs, then provides supports that are measured using data.

(Blank)

(Blank)

25.00

29.00

45.00

Percent Meeting College Readiness Benchmarks

Although the district goal is 50% college readiness by 11th grade, our historical data shows that even doubling the number of students who are meeting this benchmark will be a challenge. However, with the new FOT/SOT annual plans in place, we believe 40% meeting college readiness benchmarks is doable.

(Blank)

18.00

25.00

30.00

40.00

Early College and Career Credentials Rate

We chose an end goal for SY 20 that is flanked by the district recommendations and informed by prior student performance. SY18 outcomes are reflective of current student data and our understanding of student preparation for the AP exam and other early college training.

86.00

77.00

30.00

55.00

80.00

Freshmen On-Track Rate

Our goal is to exceed the network goal and to receive maximum points. Our team has seen a positive shift in academic focus among our 9th graders. With our "B or Better" campaign, our cadets are on top of passing their classes and maintaining a 3.0+ GPA.

80.00

87.00

90.00

90.00

95.00

4-Year Cohort Graduation Rate

We are taking the district recommendation. The logic behind this lines up with our 1-year dropout rate reduction a well.

75.00

78.00

82.00

82.00

85.00

1-Year Dropout Rate

We are taking the district recommendation for SY19, but are challenging ourselves to help students who start here remain here after their first year. In SY18 we developed a student voice committee, and intentionally selected students from a variety of cultural backgrounds and academic performance levels. Our hope is that as students begin to see themselves reflected in the day to day activities of the school, they will be motivated to continue at our school after their freshman year. We hope that the 1-year dropout rate will be inversely proportional to our teacher retention rate. Our administration and teacher leaders are in the process of developing a "play book," which will give teachers additional resources to handle a variety of classroom and building-wide challenges. The goal is to create a place where teachers want to teach and students want to come learn.

3.00

3.00

2.00

2.10

2.00

College Enrollment Rate

We have seen an increase in the number of students who opt to enlist in the military versus attending college right away. We hope that our focus on early college credit, college tours, and our One Goal program will help improve the number of students who immediately enroll in a two or four-year college after high school graduation.

61.00

52.00

60.00

54.00

55.00

College Persistence Rate

We are taking the district recommendation.

61.00

76.00

65.00

81.00

85.00

Average Daily Attendance Rate

We are taking the district recommendation.

92.00

90.00

89.20

92.00

95.00

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Passing Rate					
We believe that when students pass their classes, they are better prepared for long-term success in post-secondary education or a career path. As a college prep school, this goal falls in line with our vision and overall mission.	68.00	74.00	75.00	80.00	85.00
Percentage of Teachers achieving a rating of "proficient" or higher on REACH Domain 3 (Instruction)					
Based on 2017's 5 Essentials survey, our teachers fall below the benchmark compared to similar schools regarding "Instructional Leadership." In addition, fewer than 50% of teacher regularly work on instructional strategies with other teachers. We would like to meet or exceed the district benchmark for ambitious instruction by the end of the 2019-2020 school year.	65.00	68.00	70.00	75.00	80.00
Level 4-6 Student Code of Conduct Infractions					
Decrease the number of SSC infraction by improving the culture and climate by ensuring students are receiving necessary SEL/MTSS and mentoring supports	20.00	17.00	20.00	15.00	10.00
Recruitment of Incoming 9th graders					
Increase the number of 9th graders interested in our Aviation CTE program	90.00	39.00	100.00	150.00	150.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

Create an atmosphere and climate of respect by building positive relationships between students, parents and staff

Collaborative partnership among all stakeholders as well as a positive student led learning environment where students are taking responsibility and advocating for themselves.

Increased student academic efficacy and confidence, as measured by a 10% increase in the passing rate.

Tags:

Student voice, Engagement, Student empowerment, Passing rate

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

Continue monthly staff-student mentor days -

SEL Lead & staff assigned as mentors

Apr 26, 2018 to May 28, 2020

On-Track

Mentoring, Social emotional learning, Student voice, engagement, & civic life

Review and analyze data retrieved from "Raise it Up" and other emerging/developing PBIS systems

Administration and GL leads

Jun 18, 2018 to Aug 31, 2018

Not started

Pbis, Celebrations, Student awards

Use town halls to provide students with a safe space to voice their concerns.

SGA sponsor and Dean of Students

Aug 27, 2018 to Jun 12, 2020

Not started

Student government, Student voice, engagement, & civic life, Town hall meeting

Quarterly review the CIWP to update status, action items and to determine if any adjustments or modifications are needed	CIWP team	Aug 27, 2018 to Jun 12, 2020	On-Track
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Accountability, Ciwp

Develop a parent survey to determine a more convenient day/time to meet as a Parent Advisory Council	Parent liaison; PAC officers	Apr 26, 2018 to Jun 21, 2018	Not started
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Pac, Survey

Train SGA on parent communication so they can reach out to parents prior to PAC meetings; develop a contact log to track SGA/PAC communication	Parent Liaison; PAC officers; SGA sponsor	Apr 26, 2018 to May 28, 2020	Not started
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Pac, Student government

Finalize school mission and vision statements	ILT; Admin; Summer Leadership Participants	Apr 13, 2018 to Aug 31, 2018	Completed
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Vision, Growth mindset, Mission

Implement CASEL resources to maintain mutually-trusting and respectful relationships between staff for sustained improvement	ILT; Admin	Aug 31, 2018 to May 28, 2020	Not started
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Staff, Social emotional learning

Increase the number of students taking dual enrollment, AP, Gallery 37, Chicago Builds, and other credit-bearing courses.	Counseling Department	May 18, 2018 to Jun 21, 2019	On-Track
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Dual enrollment, Advanced pl

Re-establish executive function goals by grade-level based on standards-based instruction best practices.	Principal, AP and Grade Level Leads	Aug 27, 2018 to Jun 19, 2020	On-Track
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Standards-based instruction, #lahart

Hire a FTE Parent/Student Advocate and maintain our Dean of Students who will be responsible for providing programming and support to our SVC and SGA	Administration, BOG, and Student Government Association sponsor	Jun 22, 2018 to Aug 27, 2018	Completed
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Parent partnerships, Student awards, Self-advocacy, Student advisory

Strategy 2

If we do...

Increase student enrollment in school-based organizations: Student Voice Committee, Student Government Associations, National Honor Society and Cadet Leadership, with clear established transparent criterion and goals, it will build student civic efficacy.

...then we see...

Student growth in agency and authority through increased student involvement with school and community issues, providing a civic platform and voice for concerns and proposed change from the student body,

...which leads to...

A 50% increase in the number of student involvement in the school community where students, families, and staff work in concert to foster a more engaged democratic, collaborative effort, in order to create a positive culture and climate.

Tags:

Student council, Student leadership, Agency, Decision making

Area(s) of focus:

1

Action step	Responsible	Timeframe	Status
Develop a calendar of student-led forums that create a space for proposed change to cultivate student voice, culture and climate	SGA sponsor, Commandant, and cadet staff	Aug 27, 2018 to Jun 12, 2020	Not started

Student leadership, Student voice, engagement, & civic life

Conduct quarterly heritage celebrations to build engagements of all stakeholders: students, parents, teachers, and community leaders.	Fine Arts, Aviation, and World Languages Department	Aug 27, 2018 to May 28, 2020	On-Track
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Family and Community Engagement, School pride, Stakeholders

Students, through service learning projects, will exhibit agency in student-led organizations which contributes to school mission, vision, policy and decisions in a meaningful way.	JROTC and counseling department	Apr 12, 2018 to Jun 12, 2020	On-Track
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Vision, Service learning, Policy, Student-led organizations

Quarterly review the CIWP to update status, action items and to determine if any adjustments or modifications are needed	CIWP team	Aug 27, 2018 to Jun 12, 2020	Not started
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Accountability, Ciwp

Strategy 3

If we do...	...then we see...	...which leads to...
Implement tier 2 and 3 Academic, SEL and Wellness support and monitor their progress using the PSP and the MTSS logging tool	Increased daily school attendance, a decrease in the number of students on probation, students who advocate for their emotional needs and demonstrate responsible behaviors in school; students resolving their academic misunderstandings;	An average daily student attendance rate of 95% no later than EOY 19-20, a freshman-on-track rate of 95%, and a 15% decrease in level 4-6 student code of conduct infractions.

Tags:

MTSS, Attendance, Student Health & Wellness, Progress monitoring, Fot, Student code of conduct, Responsible citizens, Psp

Area(s) of focus:

3

Action step	Responsible	Timeframe	Status
Utilize the MTSS logging tool to track monthly mentor session	MTSS lead; each mentor (all staff who are assigned a group of students)	Sep 4, 2018 to Jun 12, 2020	On-Track

MTSS, SEL, Mentoring

Disaggregate attendance data weekly from dashboard and develop tier two and three interventions	Attendance coordinator	Sep 4, 2018 to Jun 12, 2020	On-Track
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MTSS, Attendance, Student ownership

Implement the use of RJ practices as developed by the dean's office (Alternatives, Inc.)	Dean of Students (supervisor of RJ) and entire staff	Apr 16, 2018 to Jun 12, 2020	On-Track
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Restorative justice

Quarterly review the CIWP to update status, action items and to determine if any adjustments or modifications are needed	CIWP team	Aug 27, 2018 to Jun 12, 2020	On-Track
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Ciwp, Modifications

Establish 3 MTSS practices that will specifically target our FOT populations (based on Freshman Connection smart goals).	Freshman Connection Team; Freshman Team; Admin; Dean of Students	Jul 2, 2018 to Aug 31, 2018	On-Track
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MTSS, Freshman connection

Strategy 4

If we do...

...then we see...

...which leads to...

Provide monthly staff-led PD on topics such as QFT, engaging students in learning via questioning and discussion, writing effective and rigorous assessments, classroom management, objective/task alignment, AAI interventions, and differentiated instruction to positively impact teachers' capacity in developing instructional skills...

more teachers utilizing understanding by design (UBD), more teachers aligning their instruction to AAI, CCSS, and NGSS, and an increase in on-task students during drop-in, informal, and formal observations

85% of teachers reaching proficient or higher in the instructional domain of the REACH evaluation system.

Tags: Instructional practices, Teacher capacity, Student achievement, Reach evaluation

Area(s) of focus: 2

Action step	Responsible	Timeframe	Status
Select an appropriate HS bell schedule with flex day options.	CTU members	Apr 18, 2018 to Jun 14, 2019	Completed

Attendance, Bell schedule, Ctu

Select appropriate team leads.	Administration	Aug 27, 2018 to Jun 12, 2020	Completed
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Team leads, Organizational chart

Create a "summit bucket" for staff attending the summer leadership summit	Administration/PPLC	May 31, 2018 to Jun 21, 2019	On-Track
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Leadership, Budget, Pplc

Hold a 3-4 day staff leadership summit during the summer.	Administration/ILT	Jun 25, 2018 to Jul 31, 2018	On-Track
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ILT, Teacher leadership

Select 3 REACH Domains as a school-wide focus to shape PD selection and content.	ILT	Aug 27, 2018 to Jun 12, 2020	Not started
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ILT, Reach

Create a "sub bucket" for staff who are attending PD	Administration/PPLC	May 31, 2018 to Jun 12, 2020	Completed
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Professional development, Substitute teachers

Quarterly review the CIWP to update status, action items and to determine if any adjustments or modifications are needed	CIWP team	Jul 2, 2018 to Jun 12, 2020	On-Track
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ILT, Ciwp

Identify specific tools and resources needed for the selected PD.	GL/Team Leads	Aug 27, 2018 to Jun 12, 2020	On-Track
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Professional development, Budget

Determine one school-wide appropriate reading to support pedagogical development for teachers and support staff.	Administration; English Dept Lead	Aug 27, 2018 to Jun 12, 2019	On-Track
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Literacy, Sat, School-wide reading

Create a comprehensive monthly PD calendar.	PPLC	Aug 27, 2018 to Jun 12, 2019	On-Track
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Professional Learning, School calendar

Identify PD facilitators based on expertise and availability.	PPLC/ILT	Aug 27, 2018 to Jun 12, 2019	On-Track
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ILT, Pplc, Facilitators

Send appropriate staff to external PD “train the trainer” sessions.	Administration/ILT	Aug 31, 2018 to Jun 12, 2020	On-Track
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Professional Learning, ILT, Train the trainer, School improvement

Acknowledge, on a monthly basis, staff growth and development based on success towards stated goals.	Administration/ILT/PPLC	Aug 27, 2018 to Jun 12, 2019	On-Track
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Community partnerships, Morale, Adult sel

Strategy 5

If we do...

Plan a range of effective pedagogical approaches suitable to student learning of the content and skills taught and anticipate student misconceptions.

...then we see...

Increased student choice in how they accomplish tasks and express their learning

...which leads to...

Students taking ownership of their learning, as indicated by 85% of teachers landing on proficient in domain 3 (B, C, and D) of the REACH evaluation system.

Tags:

Student learning, Pedagogy, Student choice

Area(s) of focus:

2

Action step

Quarterly review the CIWP to update status, action items and to determine if any adjustments or modifications are needed

Responsible

CIWP team

Timeframe

Aug 27, 2018 to May 15, 2020

Status

Not started

Ciwp

Adopt a school wide structure for Accountable Talk to guide students to articulate the relevance of the objectives; anticipate possible student misunderstanding	ILT	Jun 29, 2018 to Jul 27, 2018	Not started
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Culture of learning, Accountable talk

Adopt a school wide structure for Question Formulation Technique (QFT)	ILT	Jun 29, 2018 to Sep 14, 2018	Not started
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ILT, Teacher leadership, Qft

Establish cycles of both Peer to Peer observations by Grade Level and Department at least quarterly aligned to the AAI rubric	Chairs	Sep 4, 2018 to Jun 12, 2020	Not started
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Growth, Peer to peer observations, Instructional core effectiveness

Produce all AAI artifacts and tools	Admin and Dept/GL Chairs	Jul 2, 2018 to Sep 4, 2018	Not started
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Ciwp, Agency, authority identity

Utilize the AFA Admin-created Differentiate Instruction Rubric to monitor our implementation of differentiated instruction (DI).	Admin and Chairs	Apr 13, 2018 to Jun 12, 2020	On-Track
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Differentiated instruction, Unit planning

Adopt with fidelity the HESS Cognitive Rigor Matrix implementing training and support to move all students to at least Level 3 on the Hess CRM	ILT	Aug 27, 2018 to Sep 28, 2018	Not started
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Hess matrix

Adopt a school wide structure to foster student ownership of the learning environment (i.e. class leaders, peer feedback, introducing lesson agenda,	Teachers, SGA, Freshman Connection	Jul 1, 2018 to Aug 31, 2018	Not started
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Student government

Require a cross-curricular Capstone project for all 12th graders	12th Grade Team	Sep 4, 2018 to Jun 12, 2020	Not started
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Student ownership, Group projects

Ensuring that unit plans are being reviewed by Administration and peers in department meetings.	Administration	Aug 27, 2018 to Jun 12, 2020	On-Track
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Vision, Unit plan

Action Plan

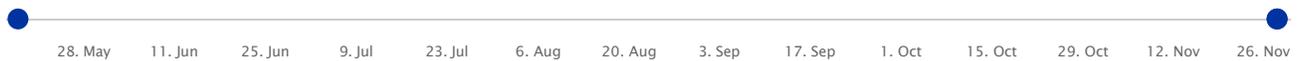
Strategy 1

ON-TRACK

Continue monthly staff-student mentor days -"

Apr 26, 2018 to May 28, 2020 - SEL Lead & staff assigned as mentors

Status history



ON-TRACK

Nov 28, 2018

Evidence

The SEL team leads the Mentor Days. The team meets bi-monthly and has created a full year mentor day schedule. Mentor days will be held the fourth Thursday of the month. There has been one mentor day event - Understanding other Peoples' Emotions. Each grade level decides the specific activities.

ON-TRACK

Nov 28, 2018

Evidence

ON-TRACK

May 18, 2018

Evidence

Student surveys, school calendar, PD calendar with evidence of SEL training

NOT STARTED

Review and analyze data retrieved from "Raise it Up" and other emerging/developing PBIS systems"

Jun 18, 2018 to Aug 31, 2018 - Administration and GL leads

Status history



NOT STARTED

Nov 28, 2018

Evidence

We have transitioned from Raise It Up as a school-wide PBIS and we are focusing on Attendance and our B's or Better. We receive this data weekly/quarterly from our Network (attendance and grade distribution). Our attendance coordinator translate the data and shares with grade level leads. Grade level leads and the Attendance coordinator create student specific action plans/Attendance Success Plan. We also, review students grades weekly, hold mandatory lunch time tutoring and one one one conferences. We will be moving to

ON-TRACK

Nov 28, 2018

Evidence

NOT STARTED

May 18, 2018

Evidence

Summer Leadership Conference Agenda; R.A.I.S.E. it Up! Data (Google Suite); Student Awards Slideshow

NOT STARTED

Use town halls to provide students with a safe space to voice their concerns."

Aug 27, 2018 to Jun 12, 2020 - SGA sponsor and Dean of Students

Status history



NOT STARTED

May 18, 2018

Evidence

Shared notes from town hall meetings; SGA agenda/minutes

ON-TRACK

Quarterly review the CIWP to update status, action items and to determine if any adjustments or modifications are needed"

Aug 27, 2018 to Jun 12, 2020 - CIWP team

Status history



ON-TRACK

May 18, 2018

Evidence

CIWP status; CIWP team meeting minutes; ILT meeting agendas

NOT STARTED

Develop a parent survey to determine a more convenient day/time to meet as a Parent Advisory Council"

Apr 26, 2018 to Jun 21, 2018 - Parent liaison; PAC officers

Status history



NOT STARTED

May 18, 2018

Evidence

Survey results, monthly sign in of PAC sign-in roster

NOT STARTED

Train SGA on parent communication so they can reach out to parents prior to PAC meetings; develop a contact log to track SGA/PAC communication"

Apr 26, 2018 to May 28, 2020 - Parent Liaison; PAC officers; SGA sponsor

Status history

May 18

NOT STARTED

May 18, 2018

Evidence

SGA meeting agenda, PAC sign-in roster

COMPLETED

Finalize school mission and vision statements"

Apr 13, 2018 to Aug 31, 2018 - ILT; Admin; Summer Leadership Participants

Status history

28. May

11. Jun

25. Jun

9. Jul

23. Jul

6. Aug

20. Aug

3. Sep

17. Sep

1. Oct

15. Oct

29. Oct

12. Nov

26. Nov

COMPLETED

Nov 28, 2018

Evidence

The mission of the AFA HS is to provide a safe, supportive environment that will inspire, educate and empower our cadets to lead a life of integrity, service and excellence.

Vision: through our emphasis on college and career readiness, aviation, and the military model, AFAHS will foster critical thinkers, life-long learners, and engaged citizens in our global society.

ON-TRACK

May 18, 2018

Evidence

School website

NOT STARTED

Implement CASEL resources to maintain mutually-trusting and respectful relationships between staff for sustained improvement"

Aug 31, 2018 to May 28, 2020 - ILT; Admin

Status history

Jun 2018

Jul 2018

Aug 2018

Sep 2018

Oct 2018

Nov 2018

NOT STARTED

Nov 28, 2018

Evidence

This will be added to our PPLC agenda and review resources that are on the Knowledge Center.

NOT STARTED

May 18, 2018

Evidence

5 Essentials

ON-TRACK

Increase the number of students taking dual enrollment, AP, Gallery 37, Chicago Builds, and other credit-bearing courses."

May 18, 2018 to Jun 21, 2019 - Counseling Department

Status history

Jun 2018

Jul 2018

Aug 2018

Sep 2018

Oct 2018

Nov 2018

ON-TRACK

Nov 28, 2018

Evidence

Dual enrollment - 21 enrolled

Chicago Build - 3

Jump Start 2

AP (two courses 17/18)

ON-TRACK

May 18, 2018

Evidence

Enrollment plan for 2018-19 and 2019-20; meeting agenda/minutes from counseling department and leadership meetings

ON-TRACK

Re-establish executive function goals by grade-level based on standards-based instruction best practices."

Aug 27, 2018 to Jun 19, 2020 - Principal, AP and Grade Level Leads

Status history



ON-TRACK

Nov 28, 2018

Evidence

All grade levels have this category as 10% of the total student grade.

NOT STARTED

May 18, 2018

Evidence

Fall presentation for staff development; GL team meeting agendas

COMPLETED

Hire a FTE Parent/Student Advocate and maintain our Dean of Students who will be responsible for providing programming and support to our SVC and SGA"

Jun 22, 2018 to Aug 27, 2018 - Administration, BOG, and Student Government Association sponsor

Status history



COMPLETED

Nov 28, 2018

Evidence

Logan - Parent Liaison

Love - Student Advocate/Dean

ON-TRACK

May 18, 2018

Evidence

Leadership meeting minutes; BOG meeting agenda/minutes; Staff handbook for 2018-19

Strategy 2

NOT STARTED

Develop a calendar of student-led forums that create a space for proposed change to cultivate student voice, culture and climate"

Aug 27, 2018 to Jun 12, 2020 - SGA sponsor, Commandant, and cadet staff

Status history



NOT STARTED

May 18, 2018

Evidence

SGA and cadet staff meeting minutes

ON-TRACK

Conduct quarterly heritage celebrations to build engagements of all stakeholders: students, parents, teachers, and community leaders."

Aug 27, 2018 to May 28, 2020 - Fine Arts, Aviation, and World Languages Department

Status history



ON-TRACK

Nov 28, 2018

Evidence

Completed Hispanic Heritage (over 50 parents in attendance). Aligned with PAC meetings and the Winter Arts is planned for 12/20/18

ON-TRACK

May 18, 2018

Evidence

FAAWL Dept meeting agendas, school calendar, parent letters, and flyers

ON-TRACK

Students, through service learning projects, will exhibit agency in student-led organizations which contributes to school mission, vision, policy and decisions in a meaningful way."

Apr 12, 2018 to Jun 12, 2020 - JROTC and counseling department

Status history



ON-TRACK

Nov 28, 2018

Evidence

Each grade level is to complete a Service Learning Project:

9th grade has completed their Day of Peace Silent Protest

10th grade - Shamrock Shuffle

11th grade - TBD

12th grade - TBD (4th quarter)

ON-TRACK

May 18, 2018

Evidence

School calendar, student service learning hours tabulation, and grade level meeting minutes; notifications of service learning opportunities

NOT STARTED

Quarterly review the CIWP to update status, action items and to determine if any adjustments or modifications are needed"

Aug 27, 2018 to Jun 12, 2020 - CIWP team

Status history



NOT STARTED

May 18, 2018

Evidence

CIWP status; CIWP team meeting minutes; ILT meeting agendas

Strategy 3

ON-TRACK

Utilize the MTSS logging tool to track monthly mentor session"

Sep 04, 2018 to Jun 12, 2020 - MTSS lead; each mentor (all staff who are assigned a group of students)

Status history



ON-TRACK

May 18, 2018

Evidence

MTSS Logging Tool; DRF; meeting agendas from the SEL, MTSS and GL teams 10/17/18 update. The MTSS team has been encouraging teachers by grade level to utilize the MTSS logging tool. The MTSS team has also led by example, following the protocol and implementing tier two and three supports for cadets.

ON-TRACK Disaggregate attendance data weekly from dashboard and develop tier two and three interventions"

Sep 04, 2018 to Jun 12, 2020 - Attendance coordinator

Status history



ON-TRACK May 18, 2018
Evidence
MTSS; attendance; student ownership; accountability

ON-TRACK Implement the use of RJ practices as developed by the dean's office (Alternatives, Inc.)"

Apr 16, 2018 to Jun 12, 2020 - Dean of Students (supervisor of RJ) and entire staff

Status history



ON-TRACK May 18, 2018
Evidence
MTSS logging tool; Restorative justice coaches, and RJ log

ON-TRACK Quarterly review the CIWP to update status, action items and to determine if any adjustments or modifications are needed"

Aug 27, 2018 to Jun 12, 2020 - CIWP team

Status history



ON-TRACK May 18, 2018
Evidence
CIWP status; CIWP team meeting minutes; ILT meeting agendas 10/17/18 CIWP strategy 3 reviewed by Mr. Jones. All action step statuses were updated.

ON-TRACK Establish 3 MTSS practices that will specifically target our FOT populations (based on Freshman Connection smart goals)."

Jul 02, 2018 to Aug 31, 2018 - Freshman Connection Team; Freshman Team; Admin; Dean of Students

Status history



ON-TRACK May 18, 2018
Evidence
Freshman Connection Team Meeting Agenda/Minutes; SY18-19 Teacher Orientation Slideshow; Peer Observations 10/17/18 update: Mr. Jones met with Ms. Peabody, who shared that the 9th GLT is regularly utilizing C.H.A.M.P.S., lunchtime enrichment, and Google Classroom to support the FOT smart goals.

Strategy 4

COMPLETED Select an appropriate HS bell schedule with flex day options."

Apr 18, 2018 to Jun 14, 2019 - CTU members

Status history



Jul 2018 Sep 2018 Nov 2018

COMPLETED Nov 28, 2018
Evidence
selected - 70 minutes (13)

ON-TRACK May 18, 2018
Evidence
Bell schedule

COMPLETED Select appropriate team leads."
Aug 27, 2018 to Jun 12, 2020 - Administration

Status history



COMPLETED Nov 28, 2018
Evidence
9th - Vollinger
10th - A. Jones
11th - Stapleton
12th - Robinson, A.

ON-TRACK May 18, 2018
Evidence
Organizational chart and Leadership Team Agenda

ON-TRACK Create a "summit bucket" for staff attending the summer leadership summit"
May 31, 2018 to Jun 21, 2019 - Administration/PPLC

Status history



ON-TRACK Nov 28, 2018
Evidence
Bucket will be assigned once negatives are cleared!!!

NOT STARTED May 18, 2018
Evidence
School budget

ON-TRACK Hold a 3-4 day staff leadership summit during the summer."
Jun 25, 2018 to Jul 31, 2018 - Administration/ILT

Status history



ON-TRACK May 18, 2018
Evidence
Leadership meeting minutes; ILT meeting minutes

NOT STARTED Select 3 REACH Domains as a school-wide focus to shape PD selection and content."
Aug 27, 2018 to Jun 12, 2020 - ILT

Status history



NOT STARTED

Nov 28, 2018

Evidence

REACH Domains:

1D: Assessments

3B & 3C

staff were surveyed and the above domains were selected and aligned to TRU framework

NOT STARTED

May 18, 2018

Evidence

ILT meeting minutes; Staff orientation agenda

COMPLETED

Create a "sub bucket" for staff who are attending PD"

May 31, 2018 to Jun 12, 2020 - Administration/PPLC

Status history



COMPLETED

Nov 28, 2018

Evidence

We will update once negatives are cleared!!!

NOT STARTED

May 18, 2018

Evidence

School budget

ON-TRACK

Quarterly review the CIWP to update status, action items and to determine if any adjustments or modifications are needed"

Jul 02, 2018 to Jun 12, 2020 - CIWP team

Status history



ON-TRACK

May 18, 2018

Evidence

CIWP team agenda; ILT agenda; CIWP status

ON-TRACK

Identify specific tools and resources needed for the selected PD."

Aug 27, 2018 to Jun 12, 2020 - GL/Team Leads

Status history



ON-TRACK

Nov 28, 2018

Evidence

PPLC has meet and determined what are the areas of growth and areas of strength.

Funds are needed

Majority of all teachers are assigned to a content specific PLC

NOT STARTED

May 18, 2018

Evidence

Budget

ON-TRACK

Determine one school-wide appropriate reading to support pedagogical development for teachers and support staff."

Aug 27, 2018 to Jun 12, 2019 - Administration; English Dept Lead

Status history



ON-TRACK Nov 28, 2018
Evidence
By department/grade level a book or professional reading has been assigned.

NOT STARTED May 18, 2018
Evidence
School Wide Reading; GL team meetings

ON-TRACK Create a comprehensive monthly PD calendar."
Aug 27, 2018 to Jun 12, 2019 - PPLC

Status history



ON-TRACK Nov 28, 2018
Evidence
We have meet as planned and the agendas have been sent in advance.

NOT STARTED May 18, 2018
Evidence
PD Calendar Completion of Certificate

ON-TRACK Identify PD facilitators based on expertise and availability."
Aug 27, 2018 to Jun 12, 2019 - PPLC/ILT

Status history



ON-TRACK Nov 28, 2018
Evidence
PPLC and administration will continue to flesh this out.

NOT STARTED May 18, 2018
Evidence
PD Facilitators Completion of Certificate

ON-TRACK
Send appropriate staff to external PD "train the trainer" sessions."
Aug 31, 2018 to Jun 12, 2020 - Administration/ILT

Status history



ON-TRACK Nov 28, 2018
Evidence
As staff members are attending content specific PLCs they are being asked to share within their department as well as across the school.

ON-TRACK May 18, 2018
Evidence
Certificate of Completion

ON-TRACK
Acknowledge, on a monthly basis, staff growth and development based on success towards stated goals."
Aug 27, 2018 to Jun 12, 2019 - Administration/ILT/PPLC

Status history



ON-TRACK

Nov 28, 2018

Evidence

Thanks to the weekly comprehensive data that is provided by our network; the data is shared in the weekly Principal Newsletter and is analyzed as necessary in weekly grade level meetings.

ON-TRACK

May 18, 2018

Evidence

Dept. Level and Grade Level Meetings

Strategy 5

NOT STARTED

Quarterly review the CIWP to update status, action items and to determine if any adjustments or modifications are needed"

Aug 27, 2018 to May 15, 2020 - CIWP team

Status history



NOT STARTED

May 18, 2018

Evidence

CIWP team agenda; ILT agenda; CIWP status

NOT STARTED

Adopt a school wide structure for Accountable Talk to guide students to articulate the relevance of the objectives; anticipate possible student misunderstanding"

Jun 29, 2018 to Jul 27, 2018 - ILT

Status history



NOT STARTED

May 18, 2018

Evidence

Teachers notating Accountable Talk in Unit/Lesson Plans.

NOT STARTED

Adopt a school wide structure for Question Formulation Technique (QFT)"

Jun 29, 2018 to Sep 14, 2018 - ILT

Status history



NOT STARTED

May 18, 2018

Evidence

Summer leadership meeting minutes; tool uploaded to Google Drive

NOT STARTED

Establish cycles of both Peer to Peer observations by Grade Level and Department at least quarterly aligned to the AAI rubric"

Sep 04, 2018 to Jun 12, 2020 - Chairs

Status history



NOT STARTED

May 18, 2018

Evidence

Department and GL meeting minutes; Instructional Core Effectiveness Walk feedback

NOT STARTED

Produce all AAI artifacts and tools"

Jul 02, 2018 to Sep 04, 2018 - Admin and Dept/GL Chairs

Status history



NOT STARTED

May 18, 2018

Evidence

Shared drive; leadership summit minutes

ON-TRACK

Utilize the AFA Admin-created Differentiate Instruction Rubric to monitor our implementation of differentiated instruction (DI)."

Apr 13, 2018 to Jun 12, 2020 - Admin and Chairs

Status history



ON-TRACK

May 18, 2018

Evidence

Rubicon Atlas Reflection w/in posted unit plans

NOT STARTED

Adopt with fidelity the HESS Cognitive Rigor Matrix implementing training and support to move all students to at least Level 3 on the Hess CRM"

Aug 27, 2018 to Sep 28, 2018 - ILT

Status history



NOT STARTED

May 18, 2018

Evidence

Teachers will utilize the HESS CRM rubric; GL team meeting minutes (admin verbal feedback and coaching)

NOT STARTED

Adopt a school wide structure to foster student ownership of the learning environment (i.e. class leaders, peer feedback, introducing lesson agenda,"

Jul 01, 2018 to Aug 31, 2018 - Teachers, SGA, Freshman Connection

Status history



NOT STARTED

May 18, 2018

Evidence

SGA and leadership meeting minutes

NOT STARTED

Require a cross-curricular Capstone project for all 12th graders"

Sep 04, 2018 to Jun 12, 2020 - 12th Grade Team

Status history



NOT STARTED

May 18, 2018

Evidence

12th grade meeting agenda/minutes; Gradebook entries

ON-TRACK

Ensuring that unit plans are being reviewed by Administration and peers in department meetings."

Aug 27, 2018 to Jun 12, 2020 - Administration

Status history

May 18

ON-TRACK

May 18, 2018

Evidence

Departmental meeting minutes and receive Administration feedback

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

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.

We hold all required Title 1 meetings; We hold monthly PAC and BOG/LSC meetings (bimonthly); we also have a Parent Liaison who engages parents weekly through extra-curricular activities

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

By September 20, 2018 and the by the October 25, 2018.

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.

We have a designated Parent Center and a designated Parent Liaison who ensures we provide a space and support to meet all Title 1 requirements

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.

We provide bi-weekly progress reports and send out all relevant information (medical, fees, lunch, etc.)
Starting September 21, 2018

Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks. Please describe how this will be accomplished.

This information will be shared during grade level orientation the week of August 20th and during report card or as needed.

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.

Counselors will provided monthly guided lessons during the school year (weekly for 12th - 11th) and (monthly (9th -10th graders); also we will share this information during grade specific orientation

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.

We have a designated parent center where parents have access to information and to provide support as needed.
The PAC will purchase learning materials/video for the Parents on the following topics: Cyberbullying
Digital Footprint & Safe Social Media Use
Health Safety & Wellness
Digital Etiquette
Digital Literacy & Communication
Digital Commerce

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.

During Staff orientation
Monthly during grade level meetings
The parent liaison has been tasked to found external partnerships that will provide these type of PD for our staff. Also to utilize our FACE Manager for support and resources

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.

n/a

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 have a diverse student population and will work with our staff to ensure parents receive information in their native language. We have a partnership with Healy Elementary and McCollough School to provide translators as needed.
We also, as much as possible provide translators for all parent meetings

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.)

Instruction is one of our three priorities. We have worked as a Team to analysis our current status and will be implementing several actions steps to ensure high quality curriculum and instruction guided by supports for our Network.

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.

Grade Level Orientations: Week of August 20th - August 24th
School wide Open House September 13th
Discipline specific - as needed
Report Card Pick Up 11/15/18 & 4/11/19
PAC (monthly)
September PAC information meeting
October PAC officer's establishment meeting
BOY State of the School 9/13/18
MOY State of the School 2/6/19
Monthly Heritage Celebrations (per heritage recognition (Hispanic, Women, African American, Asian American, etc.)

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

Anytime parents are in the building we poll them to see if they are registered on Parent Square and Parent Portal. If not our parent liaison or tech coordinator will register them. We have both parent square and parent portal registration during grade level orientation and report card pick up.
We promote the registration and use of Parent portal
We have another parent communication tool called Parent Square
We provide biweekly progress report
Goal setting sheets in October for 9th - 11th graders

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

Grade Level Orientation (week of August 20th)
Open Houses 9/13/18
Parents can request to meet with teachers at will; grade level teams also request parent conferences; all staff participate in our Report Card pick up

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.

We ensure parents complete the CPS volunteer program and then we utilize parents often as chaperones for school related trips, athletic coaches, extra-curricular club sponsors; Parent Center monitors; dance chaperones; event planning; etc

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

Goal is to get 85% of the parents enrolled in Parent Portal and Parent Square. We will also have parents signed grade level contracts

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

We will ensure we have a robust PAC where we are able to establish quorums each month.
 Parents are always welcome at Air Force
 Parents serve on our CIWP team. They have equity of voice and input.
 We hold a monthly Sit and Sips & Chat and Chew- these are informal parent meetings where the parents can come and discuss their concerns with administration
 Parents are active on our Board of Governors

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).

Student Engagement, Civic and Student Voice is our number one priorities. We have listed a number of action steps that will support enhanced student achievement

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 PAC has for the last three years financed our Parent Square which is a parent communication tool that allows us to communicate with our parents daily with needed and relevant . The goal is to increase our PAC participation by 25% annually; increase our Parent Portal use by 25% or at least 85% of all parents are using; hire and/or coordinate with an Asian/Mandarin translator; ensure we keep updated parent contact information on over 90% of all students; maintain our Parent Center and Parent Liaison position; ensure all parents have understanding of the PSAT/SAT; reincorporate our Parent University program

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.	\$ 524 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ Amount .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.	\$ Amount .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	\$ Amount .00

itemized. School must keep all receipts.

<p>53510</p>**Postage**

Must be used for parent and family engagement programs only.

\$	Amount	.00
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53306

Software

Must be educational and for parent use only.

\$	1000	.00
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55005

Furniture and Equipment

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

\$	Amount	.00
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