



Consuella B York Alternative HS / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
03/02/2018	S.Sims, S. Johnson, K. Schenk, A. Jones	CIWP Team
03/09/2018	S. Sims, A. Jones, J. Jones, K. Schenk, S. Johnson	CIWP Planning
03/16/2018	S. Sims, K. Kirksey, J. Jones, S. Johnson, A. Davis	CIWP Planning
04/10/2018	S. Sims, S. Johnson, K. Kirksey, Network 11 Staff	CIWP Cohort Meeting
04/23/2018	S. Sims, A. Jones, K. Schenk, K. Kirksey, A. Griffin, A. Clark, J. Deloach, J. Sandoval, S. Godfrey	CIWP Planning
04/25/2018	S. Sims, S. Johnson, J. Foley, J. Macis, S. Jones, S. Slater, C. Burns, A. Griffin, K. Wright, N. Pickett, A. Clark	CIWP Planning
04/27/2018	S. Sims, S. Johnson, J. Jones, K. Bradley, R. Wisniewski, A. Ballesteros, A. Jones, M. Murray, A. Davis, K. Johnson	CIWP Planning
05/01/2018	S. Sims, D. Deer, A. Jones, R. Howard, K. Schenk	LSC Meeting

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

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

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At York Alternative High School, we believe that all students (including those with disabilities) deserve a high quality, standards and evidence-based educational experience.

In addition to being exposed to a Common Core aligned curricula with differentiated instructional goals, students' participation in the educational program at York will encompass social emotional learning, remediation and enrichment activities, service learning projects, and leadership development opportunities.

To enhance students' success with reintegration into the community, positive conflict-resolution, technology competence and transition planning will also be integral components of students' school experience at York.

At York structures are in place to uphold shared vision within the school. All members of the school community (including teachers, education support staff, and related service providers) contribute to building the capacity of the educational program that serves as the catalyst for obtaining better results for students. By sharing resources, expertise and accountability, staff help to create the conditions for improved teaching and learning.

Additionally, a culture of collaboration with the Local School Council, Department of Corrections, parents and other community stakeholders is fostered at York H.S..

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.

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All York schedules, structures and processes are in place to ensure regular meetings for the Instructional Leadership Team and Common Course team meetings. The ILT has yearly pre-planned meeting schedule and agenda items that focus solely on instruction, instructional resources and student assessment.

Protected common planning time has been allocated for instructional leadership work to occur. Common Course Team meetings are scheduled to occur bimonthly, and the meeting agendas are structured for discussion that emanates from the monthly ILT meetings.

Leading teacher teams through a cycle of inquiry about their own practices and how the practices connect to student outcomes will continue to be the priority of the ILT.

To advance the work of the ILT, we want to work on consistently analyzing at student results (STAR, criterion-referenced assessments and student work samples) and using the data to develop strategies and next steps for improving teaching and learning on the basis of the analysis.

Adding a more structured and focused approach to how we utilize collaboration time, the ILT has a standard protocol for teacher teams to follow during each meeting, including a set of guiding questions to be pursued and steps to be taken to improve the performance of students.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
	<ul style="list-style-type: none"> ✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
Suggested Evidence	<ul style="list-style-type: none"> ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	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:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and

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beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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STAR, CLOSE Reading strategies, Gradual Release Responsibility, Restorative Justice programs, REACH Framework, New Order of Questioning & Discussion Professional development sessions have been provided to staff.

Additional PD opportunities were provided to staff, including Tech Talks, Googlepalooza, Reading Decoding, and GradeQuick training.

The Professional Problems Leadership Committee assessed teacher needs and developed PD opportunities for staff. Time was structured to provide teachers time to collaborate and learn together. Department meetings also assessed teacher needs and developed PD opportunities to advance student learning. Knowledge Center was an important resource for staff to find PD opportunities.

However, many staff members did not proactively seek PD opportunities outside of Knowledge Center or opportunities presented by administration. Some staff members accepted collegial support and voluntary PD opportunities.

Guide for Professional Learning

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

Evidence, Measures, and Standards

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

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To foster teacher collaboration, a daily common planning period is built into the schedule for all staff. Calendars of all school-wide events are published and communicated on a monthly basis. We created a Credit Cycle Calendar that offsets the negative effects of high student mobility. In order to effectively manage Special Education compliance mandates, we developed staffing schedules that are aligned to the Cycle Calendar and permit adequate planning time for FIE/IEP meetings.

Students are provided with 300 daily instructional minutes and an additional (50) minutes for as needed remediation supports during the school day. Incorporating the use of blocked periods, and using the blended learning instructional model provide students with the following benefits: ability to earn credit at an accelerated rate (1.5 credits per Cycle, and approximately 9 credits per school year); grade-level instructional groups; and remediation supports to address the wide range of learners within our school.

Eleventh and Twelfth grade students are able to participate in graduation planning workshops, as well as credit recovery through online learning programs. Additionally, students are provided opportunities to engage in personalized learning through SAM Cengage Learning and Think Cerca. Via extra-curricular offerings students are also able to participate in Peace/Talking Circles, West African Drumming and Service Learning Projects.

We align our budget to the school's priorities and review it consistently to meet the changing and challenging needs of our school. All Common Course Teams are allocated funds to cover the costs of current textbooks, instructional supplies, professional development, equipment and software. As a supplement to district allocated resources, we utilize the support of the community (i.e. Department of Corrections, Teacher Incentive Grants, Nehemiah Project and a host of Transition Fair partners) to maximize instructional supports and opportunities for our student needs.

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:

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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.

Using a Common Course Team focus to meet students' needs, we have developed (8) week Unit Plans with assessments. Via consistent meeting patterns that are designed to focus on teaching and learning, the unit plans are co-created by members of each Common Course Team, with the underlying goal that instructional practices in all classrooms will support the focus of each Unit Plan. Additionally, materials and resources for implementation are available to every teacher and student and are used strategically to support the instructional focus of each Unit Plan.

The structure and purpose for planning the Units have been established; However, even with the creation of a (8) week Cycle Calendar to offset the high student mobility rates, our unit plans are not comprehensive enough. As can be seen evident in growth on the STAR Assessment, students are meeting their expected growth percentiles, but are not necessarily acquiring skills to perform at grade level, which may be attributed to a lack of rigor and continuity in our course curricula.

In our efforts to create richer curricula and move our program of study beyond disconnected pieces of knowledge to a more interdisciplinary linked curricular teachers will need support with determining scope and sequence, enhancing the cognitive challenge of instructional tasks, and experimenting with a variety of research-based instructional strategies to advance student learning.

Other efforts that will be absolutely necessary to advance our curricula work include:

Looking at student work and other data sources to assess students' progress, identify their needs and inform next steps with instruction;

Creating targeted professional development plans that are driven by data, aligned to the instructional focus of the Department, and include on-going assessments of teacher practice and student learning;

Involving all members of the Department in the curriculum alignment and evaluation process; and

Identifying professional development to assist teachers with delivering high-quality instruction, engaging students in challenging tasks, and differentiating to improve student and teacher persistence.

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)

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Our budget is aligned to the school's priorities and reviewed consistently to ensure we are meeting the changing and challenging needs of our school. All Common Course Teams are allocated funds to cover the costs of current textbooks, instructional supplies, professional development, equipment and software. As a supplement to district allocated resources, we utilize the support of the community (i.e. Department of Corrections, Teacher Incentive Grants, Nehemiah Project and a host of Transition Fair partners) to maximize instructional supports and opportunities to better meet our students' needs.

In becoming a one-to-one technology environment, we want to leverage the full capacity of our current technologies (including blended and personalized learning, collaboration/course management tools, and curricula assessment/adjustment components) to provide students with additional tools for authentic learning, differentiate students' learning experiences, and expand strategies for teaching the instructional objectives.

Currently, students have access to computers in all core subjects as well as the Technology and World Language Classes. We are in the process of completing training for all staff on the use of the Faronics/Insight computer monitoring software to ensure that teachers can effectively manage the classroom environment with the use of technology.

Our plans for technology include: Integrating technology with curriculum content within the typical instructional day; Using technology that immediately accounts for students' varied abilities and provides timely performance feedback to the student and teacher; Establishing ongoing professional development training programs for technology use; and Assisting teachers with managing various instructional strategies (facilitated, cooperative, collaborative and independent learning) within a 100-minute block period.

Next steps include fully incorporating personalized instructional programs within the context of the regular school day. The use of digital programs such as Think Cerca, Accelerated Math and Compass Learning to personalize supports for our students will ultimately improve student and teacher persistence as well as ensure students' access to appropriate instructional materials and resources.

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

Evidence, Measures, and Standards

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

Rigorous Student Tasks:

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

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Leading teacher teams through a cycle of inquiry about their own practices and how the practices connect to student outcomes has been and will continue to be the priority of the Instructional Leadership and Teacher Teams.

In addition to maintaining our structure that permits for protected common planning time and a two-way exchange between the ILT and Teacher Teams, our efforts to improve rigor in student tasks will be centered around looking at student work and other data sources (STAR, criterion-referenced assessments and student work samples) to assess students' progress, identify students' needs and inform next steps next steps for improving teaching and learning on the basis of the analysis.

In addition to administrators and teachers analyzing achievement data to reveal instructional needs, other work will be focused on teachers' insight, implementation, and development of:

- Grade-Level tasks aligned to the CCSS and standards-based learning objectives;
- Grade-Level resources needed to accomplish the instructional tasks;
- Exemplars of work that meet standards and reflect the instructional focus;
- Carefully constructed assessments aligned with instructional tasks and standards-based learning objectives;
- Rubrics and criteria for assessing student work; and
- Differentiated instructional strategies to improve student and teacher persistence.

As a school we lack in the area of student perseverance. Students struggle with the fact that they can learn. This is due to the lack of resources that we have in place. Students are having difficulty with making connections with prior knowledge, which has affected student accepting the responsibility for high- quality work. The GRR teaching strategy is another factor that has played a role with students not persevering with their learning and the lack of aligned tasks and complex materials presented in the classroom has affected student learning.

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"> ✓ SQRIP 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	
	<ul style="list-style-type: none"> ✓ Teaching for Robust Understanding in Mathematics (TRU Math) ✓ Math Practices: What to Look For (Observation Tool) ✓ Checking In: Do Classroom Assignments Reflect Today's Higher Standards? ✓ Student Work Protocol (SQRIP) ✓ Siera Protocol – Looking at Student Work

Transitions, College & Career Access & Persistence:

Score

The school creates pathways to success built on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination, whether in apprenticeship training, work, or college. All students have equal access to college preparatory curriculum to be successful. The school is characterized by structures for developing early postsecondary awareness 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)

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Although many of York students are not positioned to follow the natural trajectory to college, on a yearly basis we institute the following initiatives to ensure that we expose as many students to the college/career application process:

Host (2) Transition Fairs, (1) College Fair, and several Senior Day events for 12th graders every school year.
 Create quarterly opportunities for students to engage in college and career planning;
 Incorporate college and career topics in the Technology curriculum;
 Allow students access to the Illinois Student Assistance Commission (ISAC);
 Expose students to the FASA application;
 Host quarterly College/Career workshops for 11-12th grade students throughout the school year;
 Enhance the school's website to include college/career and post release resources for former students to access;
 Afford students opportunities to continue with their online coursework beyond their stay at York; and
 Improve our transition planning processes to include assisting students with short and long term goal planning and establishing exit plans for students before they depart the facility.

Guide for Transitions, College & Career Access & Persistence

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

- Start the conversation about college in primary grades.
- Make parents aware of academic opportunities and supports for their child.
- **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
 - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
 - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
 - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
 - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
 - Provide opportunities for Dual Credit/Dual Enrollment
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.
 - Equipping students and families with persistence strategies. (College Persistence Toolkit)
 - Help families learn about existing CTE career pathways, apprenticeships/pre-apprenticeship programs

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships awarded ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MISSE 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 Authority Framework ✓ Transitioning college plans from meeting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCSR, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

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We've spent a couple of years honing our understanding and implementation of the Gradual Release of Responsibility Instructional Strategy with an emphasis on creating instructional groups to delve into the practice of cooperative learning. Using the GRR technique has helped students develop skills to work in a group, as well as introduce students to the concepts of group and individual accountability; However, most of our classroom instruction is hinged on learning that does not promote differentiation or independent practice, resulting in inequitable access of content for various students and student co-dependence throughout the lesson. As can be seen evident in growth on the STAR Assessment, students are meeting their expected growth percentiles, but are not necessarily acquiring skills to perform at grade level, which may be attributed to a lack of rigor and continuity in our course curricula.

In addition to the implementation of GRR, we've also been focusing on the use of the Close Reading Strategy for the purpose of helping students uncover text meaning that leads to deeper discussion and comprehension in reading. Through this strategy teachers have been helping students with vocabulary development, comprehension of literal meaning, inference, making claims and using evidence from the text to support conclusions.

Teachers have been successful in getting students to read on a regular basis, setting a purpose for reading, and making annotation part of the daily reading process. As has been noted in classroom observations, teachers continue to struggle with: the identifying complex texts or sections of texts for students to think critically about; teaching students how to independently find evidence in a text to support a claim; and using high-level, open-ended questions to engage students in high-quality discussions.

Alongside the use of GRR and Close Reading, we've placed heavy emphasis on instructional grouping as a basic framework for differentiation but have fallen short with consistently using STAR data to make instruction and intervention adjustments, as well as identifying a variety of instructional resources that are appropriate for all learners.

Guide for Instruction

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

Evidence, Measures, and Standards

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"> ✓ SGRF Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
MTSS Framework	<ul style="list-style-type: none"> Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ CPS Framework for Teaching with Critical Attributes ✓ CPS Framework for Teaching Professional Learning Modules ✓ CPS Framework for Teaching Professional Learning Opportunities ✓ Special Education Addendum ✓ English Language Learner Addendum

Balanced Assessment & Grading:

Score

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

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We have formative and summative assessment measures in place (STAR, Cycle Midterms & Finals); However, we have inconsistently used that data to map out a comprehensive picture of student learning. Despite having pre and post assessment data for over half of our students, known data are not necessarily used to address immediate student needs or inform lesson adjustments.

Although students typically have high class averages on assignments and teacher-created assessments, proficiency is not necessarily reflected in students' scaled scores on STAR. Students are meeting their expected growth percentiles, but are not necessarily acquiring skills to perform at grade level, resulting in York students (on average) scoring in the urgent/ urgent intervention categories in Reading and Math.

As can be seen evident during classroom observations, most of our classroom instruction is hinged on learning that does not promote differentiation or independent practice, resulting in students relying heavily on each other and the teacher for support.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
Measures	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	1.c. Selecting Learning Objectives
	1.e. Designing Student Assessment
	3.d. Using Assessment in Instruction
	4.a. Reflecting on Teaching & Learning
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
	4b. Maintaining Accurate Records
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

As previously noted, we lack in consistently using data to personalize instruction. The majority of our students receive instruction within whole-class model, leaving very little room for differentiation or independent practice and resulting in inequitable access of content for various students and co-dependence throughout the lesson.

Over the past year, the ILT has taken an active role in examining instructional materials, teaching strategies, the classroom environment and other environmental factors to assess their impact on student learning. Additionally we've become more vested in STAR Assessment, using said data to better align the content and resources to the needs of our students. Staff currently use the scaled score data to create instructional groups and manage diverse instructional levels within the classroom.

Furthermore, as a means of progress monitoring, we've created a Midterm/Finals tracker to document the number of students who are enrollment eligible to take the teacher created assessments, as well as the number of students who are failing or in jeopardy of failing.

The work that we've done to identify how well students are performing has yet to translate into action plans (identifying appropriate interventions and differentiating instruction) to support students academically.

Moving forward we want to work on implementing research-based strategies to differentiate instructional supports for groups and individual students. Our immediate work will involve close and consistent analysis of student assessment data and using said data to deliver CCSS aligned instruction supplemented by grade-level materials.

Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.

- Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
- Determine appropriate interventions for students or groups of students not making adequate progress.
- Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

The school atmosphere is generally calm with a focus on providing a quality educational experience for all students. There are established routines and structures that span across the entire school and we share a common language when communicating the mission, school-wide expectations and goals for student learning. Students are afforded core course offerings as well as Art, Music, Technology and Language programs at York. Online learning opportunities are also available for 12th grade students who need credit recovery options.

We have a student incentive program in place designed to improve student attendance, increase on-task classroom behaviors, and reduce disciplinary referrals. We also have a Pyramid of Support that was created to ensure uniformity and fairness in how staff deal with non-threatening discipline problems. We have a set of school-wide expectations that are positively framed and referred to when students violate the norms of the school. Students are privy to programs such as Peace Circles, West-African Drumming, Awards Ceremonies, and other student-centered projects throughout the school year.

Students are scheduled on a (7) week Cycle, whereas they focus on (3) classes at a time and are able to earn up to (9) credits per school year. All class periods are offered in 100-minute blocks, which allows for students to receive remediation supports within the regular school day. Students attend classes regularly and strives toward course completion which are documented by our average daily attendance and credit attainment rates.

In the classrooms students are provided leadership opportunities and are encouraged to take responsibility for non-instructional duties. Students work in cooperative groups, assisting each other on a regular basis. Staff help to create a sense of belonging for students by learning as much as possible about students' strengths, needs and interests. Teachers meet regularly to discuss student incentives and ways to rewards students for good grades and behavior.

Behaviors and cultural norms have already been established; However, we want enhance our skills with student and teacher persistence in learning. It is our goal that more students grow to work more independent of the teachers' support. Similarly, we want more teachers to develop a repertoire of strategies that can be used to aid in or deepen students' understanding of the content under study.

We could further improve in establishing a culture for learning by providing timely feedback to students and educating students about how to self-regulate their own learning.

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

Relational Trust:

Score

1 2 **3** 4

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.

On our 2017 MVMS data, teachers rated Teacher-Principal Trust (teachers and principals share a high level of mutual trust and respect) as "Weak", while rating Teacher-Teacher Trust (teachers are supportive and respectful of one another, personally and professionally) as "Neutral". Students rated Student-Teacher Trust (students and teachers share a high level of mutual trust and respect) as "Very Strong".

As can be seen evident in our school's overall rating for Component 2a - Creating an Environment of Respect and Rapport (whereas 83% of teachers were rated Proficient or better) teachers and staff recognize the challenges students face outside of school and work extremely hard to forge positive relationships with students. Teachers use a restorative approach to discipline and seek to first instruct desired classroom behaviors before penalizing students. As a staff, we model the behaviors and interactions that we expect students to exhibit, which we often times see when students are interacting with each other.

Through the use of Talking/Peace Circles we've been able to significantly reduce the number of students referred for disciplinary actions, minimize class disruptions and improve overall student-teacher and student-student relationships.

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	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
MTSS Framework	Shared Leadership, Family & Community Engagement
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate
Now WHAT? Materials to Support Improvement Planning	
✓	Social Emotional Learning Supports (cps.edu/SEL)
✓	Trust in Schools: A Core Resource for School Reform (ASCD)
✓	Creating a School Community (ASCD)

Student Voice, Engagement, & Civic Life:

Score

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

1 **2** 3 4

Due to Department of Corrections' staffing constraints we've been limited in offering enrichment opportunities to students beyond the regular school day. Through closer collaboration with security personnel it is our goal to enhance the amount, variety and quality of civic engagement opportunities, while sustaining the existing extra-curricular programs (Peace/Talking Circles, West-African Drumming, Monthly Newsletter, Student Incentive Program, Service Learning Program...).

Currently extra-curricular programs are offered to some students in the school; However, we would like to be able to provide resources, support and guidance to all interested students throughout the school. Via student councils, conflict-resolution programs, multi-disciplinary civics instruction, and leadership training, our goal is to maximize the impact that our students have on the school and the communities they will be returning to. We will use learning outcomes, student perception data, attendance growth, student engagement, transition and stability as indicators to gauge the success of the programs.

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 2c. 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/HST Standards

Safety & Order:

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

Score

1 2 **3** 4

Although on the 2017 MVMS survey students rated safety (feeling safe in and around the school) as "Weak" within the classroom, students and adults typically report feeling safe. Clear procedures are developed for reporting and responding to safety concerns. Procedures for student transitions from class to class are managed and monitored effectively. School-wide expectations for student behavior have been developed and are rewarded.

Using Discipline in the Secondary Classroom as a guide, we established (5) school-wide expectations that are common language throughout the school and enforced in all classrooms. Behavior expectations are modeled by adults and teachers. Pyramid of Support has been developed for building rapport and managing student behavior. Proactive, instructive approaches are utilized to manage student behavior. Through the Nehemiah Project, all staff has been trained to implement restorative justice practices. Some staff members are trained Circle Keepers.

Security personnel respects the school's use of restorative approaches to discipline and allows education staff to use instructive/corrective strategies to manage non-threatening behaviors.

Guide for Safety & Order

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

Score

1 2 3 4

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

Staff has continuously received restorative justice training through the Nehemiah Project. Teachers have utilized peace circles to provide students opportunities to take responsibility for repairing harm caused by their actions. As a school-wide effort, we use the Pyramid of Support, a multi-tiered management tool to document, track and manage targeted behaviors. Using Discipline in the Secondary Classroom as a guide, we established (5) school-wide expectations that are common language throughout the school and enforced in all classrooms, and contributes to the overall management of the classroom environment. Over the past couple of years, we've shifted our focus to setting target behaviors for remedy; establishing timelines for correction; and using more uniformity in how we discipline students for non-threatening classroom behavior infractions.

All staff have received training on Restorative Justice Practices. Some staff members are trained Circle Keepers. We also have 6 Restorative Justice Coaches working in the school to help staff integrate RJ and instructional practices. Security personnel respects the school's use of restorative approaches to discipline and allows education staff to use instructive/corrective strategies to manage non-threatening behaviors. For the past two years, student misconduct that results in extended school exclusions has been relatively low.

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 Evidence	✓ Misconduct data (Dashboard)
Measures	✓ 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

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.

1 2 **3** 4

Due to constraints by the Department of Corrections, family involvement opportunities are limited to:
 Providing opportunities for parents to offer input in decisions related to their students' education.
 Leveraging participation in parent-teacher conferences
 Educating parents of procedural safeguards as related to Special Education
 Accommodating parents for FIE/IEP meetings
 Transition planning for students entering and exiting the school.
 Maintaining the community resource page on school's website

Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

Goals

Required metrics (Option)

9 of 9 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
Average Growth Percentile on STAR - Reading					
Average fall to spring, fall to winter, or winter to spring growth percentile of students on the STAR Reading Assessments	35.00	39.00	40.00	45.00	50.00
Average Growth Percentile on STAR - Math					
Average fall to spring, fall to winter, or winter to spring growth percentile of students on the STAR Math Assessments	35.00	36.00	40.00	45.00	50.00
Percent Making Growth Targets on STAR - Reading					
Percentage of students with growth percentile of 40 or higher on STAR Reading Assessments	38.60	43.10	42.00	50.00	55.00
Percent Making Growth Targets on STAR - Math					
Percentage of students with growth percentile of 40 or higher on STAR Math Assessments	38.20	42.50	42.00	50.00	55.00
1-Year Graduation Rate					
Percent of graduation eligible students who graduate by the end of the school year	97.80	96.20	100.00	100.00	100.00
Credit Attainment Rate					
Percent of students who earn the total credits possible during the time of enrollment	85.40	92.20	95.00	95.00	95.00
Stabilization Rate					
Percent of students who remain enrolled at the end of the school year, completed the program, or successfully transitioned to another CPS	79.50	78.80	80.00	80.00	85.00
Average Daily Attendance Rate					
Percent of students attending school on a daily basis	92.50	(Blank)	90.00	90.00	90.00
Growth in Attendance Rate					
Percent of students who show an improvement of at least three percentage points in their individual daily attendance rates at an Option school compared to their daily attendance rate in the previous school year	98.90	99.70	100.00	100.00	100.00

Custom metrics

0 of 0 complete

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

Strategy 1

If we do...

Develop appropriately paced curricula units that are aligned to the CCSS with a focus on the essential understandings using grade-level texts and cognitively challenging tasks in all subject areas...

...then we see...

Increased consistent academic rigor, enhanced student engagement in classroom observations and pop-ins

...which leads to...

Increase in the percentage of students meeting SGP and average growth in STAR Reading (from 43.1% to 50%) and STAR Math (from 42.5% to 50%) scale scores

Improved teacher practice scores on Components 1a (Demonstrating Knowledge of Content and Pedagogy), 1d (Designing Coherent Instruction), and 3c (Engaging Students in Learning) on both formal and informal REACH Observations (at least 85% of teachers scoring Proficient or better in each component)

Improved ratings in the category "Ambitious Instruction" on the My Voice My School Survey (rating increase from Neutral to Strong)

Tags:
Curriculum Design, ILT, Leadership, Professional development

Area(s) of focus:
1

Action step	Responsible	Timeframe	Status
Seek out professional development/training on curriculum development for teaching staff	ILT, Administrators	Jul 2, 2018 to Aug 10, 2018	On-Track
Curriculum Design, Professional development, Curriculum mapping			
Develop/revise comprehensive unit plans that focus on essential understandings	Teacher Teams, Administrators	Aug 20, 2018 to Jun 20, 2019	Not started
Curriculum Design, Curriculum mapping			
Host Cycle curricula review meetings with all common course teams to ensure alignment to CCSS	Administrators	Sep 3, 2018 to Jun 20, 2019	Not started
Curriculum Design, Course team meetings, Curriculum mapping, Course planning, Course expectations			

Strategy 2

If we do...

If we deliver grade level, high quality CCSS/NGSS aligned instruction and develop and implement a comprehensive menu of academic and behavioral intervention strategies...

...then we see...

Students engaged with cognitively challenging instructional texts and tasks, appropriate differentiation, and improved access to the general education curricula for diverse learners

...which leads to...

Consistent implementation of instructional grouping within the classroom; Improvement in student engagement and flexibility and responsiveness, which can be seen evident by classroom pop-ins and the percentage of educators with overall proficient or better REACH scores for Components 3c - Engaging Students in Learning and 3e - Flexibility and Responsiveness; and an Increase in percentage of students meeting/exceeding SGP and average growth in STAR Reading and Math scale scores.

Tags:
Instruction, Flexible grouping, Complex texts, Complex tasks

Area(s) of focus:
2

Action step	Responsible	Timeframe	Status
Work with Behavioral Health Team and Learning Behavior Specialists to identify most common academic/social/emotional behaviors exhibited by diverse learners and struggling students	Behavioral Health Team; Learning Behavior Specialists; Case Manager	Jul 2, 2018 to Aug 17, 2018	Not started

Interventions and supports

Work with Learning Behavior Specialists and Leadership Team to develop a comprehensive list of best practices interventions to build teacher's repertoire of resources	Learning Behavior Specialists, Leadership Team, Administrators	Jul 2, 2018 to Jun 21, 2019	Not started
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Interventions, Aligned resources

Work with PPLC to establish an ongoing training module for differentiating instruction	PPLC, Administrators, Department Chairs	Jul 2, 2018 to Jun 21, 2019	Not started
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Professional development, Differentiation, Training

Closely monitor implementation of comprehensive unit plans that focus on essential understandings	Administrators	Sep 4, 2018 to Aug 9, 2019	Not started
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Progress monitoring, Instructional planning, Monitoring tools

Conduct informal weekly pop-in visits for each teacher	Administrators	Sep 4, 2018 to Aug 9, 2019	Not started
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Classroom visits

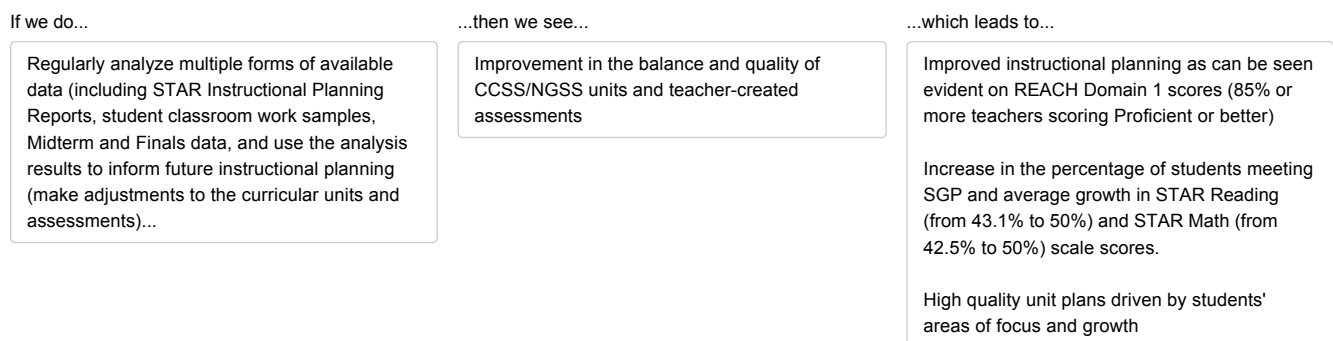
Provide teachers with bite-size actionable feedback after pop-in visits. Log visits and recommendations.	Administrators	Jul 2, 2018 to Aug 9, 2019	Not started
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Teacher feedback, Action planning, Logs

Monitor implementation of recommendations	Administrators	select	Not started
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Teacher feedback, Monitoring protocols

Strategy 3



Tags:
Data analysis

Area(s) of focus:
3

Action step	Responsible	Timeframe	Status
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Develop monthly departmental assessment analysis calendars	Teacher Teams	Jul 2, 2018 to Aug 31, 2018	Not started
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Data analysis, Data cycle calendar, Calendar of assessments

Administer STAR pretest within 10 days of school enrollment	Lead Teachers, Learning Behavior Specialists	Sep 4, 2018 to Jun 7, 2019	Not started
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Assessment

Establish timelines for curricula and assessment adjustments based upon data analysis	Teacher Teams, Administrators	Jul 2, 2018 to Aug 10, 2018	Not started
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Create monthly opportunities for teacher teams to report findings at the Instructional Leadership Team meeting	Team Teams, Administrator	Jul 2, 2018 to Jun 21, 2019	Not started
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Strategy 4

If we do...

...then we see...

...which leads to...

Develop a school-wide comprehensive system of academic and social/emotional support via structured flexible learning environments that provide students with a variation of personalized learning opportunities and encourage teacher development with the use of research-based instructional strategies and differentiated resources...	Teachers implement school-wide instructional strategies on a consistent basis... Improved teacher practice ratings on REACH Observations - Components 1d (Designing Coherent Instruction), 3c (Engaging Students in Learning), and 3d - (Demonstrating Flexibility and Responsiveness)...	Growth in Student Stability (from 78.8% to 80% or better), Average Daily Attendance (90% or better) and Credit Attainment (from 92.2% to 95%) . Improved STAR Scale Scores and Student Growth Percentiles (from 39% in Reading to 45%; from 36% in Math to 45%)
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Tags:

Personalized Learning, Social emotional learning

Area(s) of focus:

4

Action step

Responsible

Timeframe

Status

Develop a school-wide process for identifying students in need of academic/social emotional interventions	Instructional Leadership Team, Behavioral Health Team. Learning Behavior Specialists	Jul 2, 2018 to Aug 16, 2018	Not started
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Social emotional learning, Interventions and supports

Improve scheduling options to group students more appropriately based on credit schedule	Scheduler, Administrators	Jul 2, 2018 to Jun 20, 2019	Not started
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Scheduling, Schedules, Credit

Create classroom structures that are conducive for the implementation of supplementary personalized learning within a 100-minute block period	ILT, Administrators, Teacher Teams	Jul 2, 2018 to Jun 20, 2019	Not started
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Personalized Learning

Via classroom pop-ins monitor weekly for implementation of practices and provide teachers with regular bit-sized actionable feedback	Administrators	Jul 2, 2018 to Jun 20, 2019	Not started
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Observation and feedback

Provide differentiated professional development supports and opportunities for staff

Administrators,
Teacher Leaders

Jul 2, 2018 to
Jun 20, 2019

Not started

Professional development

Action Plan

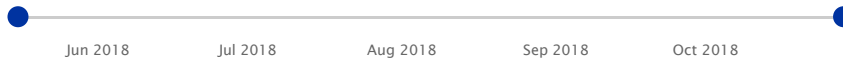
Strategy 1

ON-TRACK

Seek out professional development/training on curriculum development for teaching staff"

Jul 02, 2018 to Aug 10, 2018 - ILT, Administrators

Status history



ON-TRACK

Oct 29, 2018

Evidence

Unit Plan meeting sessions conducted in July and September 2018.

Unit Plan Review Feedback meetings hosted during the month of October 2018.

ON-TRACK

May 16, 2018

Evidence

Curriculum Development Training 2018-19 Teacher Professional Development Plan

NOT STARTED

Develop/revise comprehensive unit plans that focus on essential understandings"

Aug 20, 2018 to Jun 20, 2019 - Teacher Teams, Administrators

Status history



NOT STARTED

May 16, 2018

Evidence

Unit planning meetings, Meeting Agendas and Action Items for next steps

NOT STARTED

Host Cycle curricula review meetings with all common course teams to ensure alignment to CCSS"

Sep 03, 2018 to Jun 20, 2019 - Administrators

Status history



NOT STARTED

May 16, 2018

Evidence

Unit Review Feedback Schedules, Feedback Rubric

Strategy 2

NOT STARTED

Work with Behavioral Health Team and Learning Behavior Specialists to identify most common academic/social/emotional behaviors exhibited by diverse learners and struggling students"

Jul 02, 2018 to Aug 17, 2018 - Behavioral Health Team; Learning Behavior Specialists; Case Manager

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Staff Development Calendars, Meeting Agendas, Action Items

NOT STARTED

Work with Learning Behavior Specialists and Leadership Team to develop a comprehensive list of best practices interventions to build teacher's repertoire of resources"

Jul 02, 2018 to Jun 21, 2019 - Learning Behavior Specialists, Leadership Team, Administrators

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Staff Development Calendars, Meeting Agendas, Action Items

NOT STARTED

Work with PPLC to establish an ongoing training module for differentiating instruction"

Jul 02, 2018 to Jun 21, 2019 - PPLC, Administrators, Department Chairs

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Staff Development Calendars, Meeting Agendas, Action Items

NOT STARTED

Closely monitor implementation of comprehensive unit plans that focus on essential understandings"

Sep 04, 2018 to Aug 09, 2019 - Administrators

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Unit Plan Feedback protocols, classroom visit logs, REACH observations

NOT STARTED

Conduct informal weekly pop-in visits for each teacher"

Sep 04, 2018 to Aug 09, 2019 - Administrators

Status history

May 16

NOT STARTED

May 16, 2018

Evidence

Weekly Schedules, Pop-in logs

NOT STARTED

Provide teachers with bite-size actionable feedback after pop-in visits. Log visits and recommendations."

Jul 02, 2018 to Aug 09, 2019 - Administrators

Status history

NOT STARTED

May 16, 2018
Evidence
Weekly Schedules, Pop-in logs

NOT STARTED

Monitor implementation of recommendations"
- Administrators

Status history



NOT STARTED

May 16, 2018
Evidence
Weekly Schedules, Pop-in logs

Strategy 3

NOT STARTED

Develop monthly departmental assessment analysis calendars"
Jul 02, 2018 to Aug 31, 2018 - Teacher Teams

Status history



NOT STARTED

May 16, 2018
Evidence
Calendars, Meeting Agendas, Action Items

NOT STARTED

Administer STAR pretest within 10 days of school enrollment"
Sep 04, 2018 to Jun 07, 2019 - Lead Teachers, Learning Behavior Specialists

Status history



NOT STARTED

May 16, 2018
Evidence
Enrollment Process Maps

NOT STARTED

Establish timelines for curricula and assessment adjustments based upon data analysis"
Jul 02, 2018 to Aug 10, 2018 - Teacher Teams, Administrators

Status history



NOT STARTED

May 16, 2018
Evidence
Calendars, Meeting Agendas, Action Items

NOT STARTED

Create monthly opportunities for teacher teams to report findings at the Instructional Leadership Team meeting"
Jul 02, 2018 to Jun 21, 2019 - Team Teams, Administrator

Status history



NOT STARTED

May 16, 2018

Evidence

Calendars, Meeting Agendas, Action Items

Strategy 4

NOT STARTED

Develop a school-wide process for identifying students in need of academic/social emotional interventions"

Jul 02, 2018 to Aug 16, 2018 - Instructional Leadership Team, Behavioral Health Team. Learning Behavior Specialists

Status history



NOT STARTED

May 16, 2018

Evidence

Meeting Agendas and Action Items

NOT STARTED

Improve scheduling options to group students more appropriately based on credit schedule"

Jul 02, 2018 to Jun 20, 2019 - Scheduler, Administrators

Status history



NOT STARTED

May 16, 2018

Evidence

Class schedules, Meeting Agendas, Action Items

NOT STARTED

Create classroom structures that are conducive for the implementation of supplementary personalized learning within a 100-minute block period"

Jul 02, 2018 to Jun 20, 2019 - ILT, Administrators, Teacher Teams

Status history



NOT STARTED

May 16, 2018

Evidence

Teacher Meeting Calendars, Meeting Agendas, Action Items

NOT STARTED

Via classroom pop-ins monitor weekly for implementation of practices and provide teachers with regular bit-sized actionable feedback"

Jul 02, 2018 to Jun 20, 2019 - Administrators

Status history



NOT STARTED

May 16, 2018

Evidence

Teacher Practice, Administrator Feedback

NOT STARTED

Provide differentiated professional development supports and opportunities for staff"

Jul 02, 2018 to Jun 20, 2019 - Administrators, Teacher Leaders

Status history



NOT STARTED

May 16, 2018

Evidence

Teacher Practice, Teacher participation in professional development

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

ESSA Program

ESSA Schoolwide Program

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

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

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

Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

To the highest extent possible, parents will be involved in the school improvement plan. Parent Involvement at York is currently limited to the two designated district-wide Report Card Pick-up events. The Community Resource tab on the school's website will be constantly updated with new information and parents will be provided opportunities to participate in school culture and climate surveys during the MVMS Survey Window.

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

We do not have a PAC at York.

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.

Parents will be provided opportunities to participate in school culture and climate surveys during the MVMS survey window. Data collected will be used to drive school improvement efforts that are within the direct control of the school.

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.

Parent-Teacher Conferences will be held in accordance with CPS policy (November, 2018 and April, 2019). Current student progress data will be shared at said conferences. Additionally, updated credit data will be available for students/parents at least every 8 weeks, or as often as requested.

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.

Through a strategic scheduling process, we ensure that teachers are qualified to teach the courses that they are scheduled for. In the event, that process is breached and students are taught by a teacher who is deemed as "Not Highly Qualified" as defined by Title I Regulations, parents will be notified via certified letters.

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.

Via the Transition Process, students/parents will help to create and monitor goals on a regular basis. Students/ Parents will also help to identify appropriate steps that are necessary for meeting such goals, and assist in making the necessary adjustments when goals are not being met.

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.

Parent will be provided opportunities to participate in the Transition Fairs that are hosted by the school twice per year. Representatives from community agencies (including City Colleges, Social Services and Hospitals) will be on hand to provide parents with literature and resources that's beneficial to students' academic achievement. Additionally, information will be available on the school's website, via the school's Community Resource section.

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.

All staff (including the Administrators) are required to communicate with and avail themselves to parents during the school day. Staff are strongly urged to participate in Parent-Teacher Conferences and Transition Fairs. Staff are required to participate FIE/IEP meetings and all other events where parent participation is possible.

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.

The Community Resource section on the school's website will be constantly updated with new information. All data stored on the school's website will have language translation capacity.

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.)

At York Alternative High School, we believe that all students (including those with disabilities) deserve a high quality, standards and evidence-based educational experience.

In addition to being exposed to a Common Core aligned curricula with differentiated instructional goals, students' participation in the educational program at York will encompass social emotional learning, remediation and enrichment activities, service learning projects, and leadership development opportunities.

To enhance students' success with reintegration into the community, positive conflict-resolution, technology competence and transition planning will also be integral components of students' school experience at York.

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.

Parent-Teacher Conferences will be held in accordance with CPS policy (November, 2018 and April, 2019).

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

Reports will be available to parents at least every 7 weeks or as often as requested.

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

To the highest extent possible, parents will be provided access to staff (via telecommunications, email and or the school's website).

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.

Parent volunteer opportunities and participation are limited due to the Department of Corrections security restrictions; However, to the highest extent possible, parents will be provided opportunities to participate in school activities.

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

Via the Transition Process, students/parents will help to create and monitor goals on a regular basis. Students/ Parents will help to identify appropriate steps that are necessary for meeting such goals.

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

To the highest extent possible, parents will be provided opportunities to participate in decisions relating to the education of their children. Currently parents can participate via teleconference in FIE/IEP meetings. Parents can also consult with staff during parent-teacher conferences.

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).

Via the Transition Process, students will create and monitor goals on a regular basis. Students will help to identify appropriate steps that are necessary for meeting such goals.

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.

Parent involvement is limited to (2) parent-teacher conferences and (2) Transition Fairs per school year (Nov. 2018 and April 2019).

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.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 500 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 686 .00
54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
<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.	\$ 0 .00
<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 0 .00
<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$ 300 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00
55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To be used only by parents.	\$ 0 .00

