



Bowen High School / Plan summary

2018-2020 plan summary

Team

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Team meetings

Date	Participants	Topic
04/10/2018	Priscilla Horton, Thomas Trotter, Brianna Nkemeh, Anna Johnson, Robert Hartwig, Janell Armstrong, Timothy Wedrky, April Knighten, Karen Stewart	I. Review Previous CIWP, Review Excellence Framework and consensus around 2018-2019 priorities.
04/11/2018	Priscilla Horton, Thomas Trotter, Brianna Nkemeh, Anna Johnson, Robert Hartwig, Janell Armstrong, Timothy Wedrky, April Knighten, Karen Stewart	Data and Strategies to support improvement in the selected priority areas
04/13/2018	Priscilla Horton, Thomas Trotter, Brianna Nkemeh, Anna Johnson, Robert Hartwig, Janell Armstrong, Timothy Wedrky, April Knighten, Karen Stewart	Finish Identifying strategies and complete self assessment
04/18/2018	Priscilla Horton, Thomas Trotter, Brianna Nkemeh, Anna Johnson, Robert Hartwig, Janell Armstrong, Timothy Wedrky, April Knighten, Karen Stewart	Action Plan
04/19/2018	Priscilla Horton, Thomas Trotter, Brianna Nkemeh, Anna Johnson, Robert Hartwig, Janell Armstrong, Timothy Wedrky, April Knighten, Karen Stewart	Review CIWP Document before submission
04/23/2018	Priscilla Horton, Thomas Trotter, Brianna Nkemeh, Anna Johnson, Robert Hartwig, Janell Armstrong, Timothy Wedrky, April Knighten, Karen Stewart	Continue work on Strategies, Goals

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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

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The school's mission is that all Bowen students and families will obtain an excellent education, compete globally, and affect positive change in their community. We believe in the power of an individual to positively influence their community. We strive to share this in a variety of ways i.e. it is posted in our building and on our school website. More importantly it is articulated in our interactions with students and parents. We are reading a professional text; How to Create a Culture of Achievement to support ensuring a common focus on high expectations for our students and staff around their academic and life goals. Bowen's principal communicates high expectations to teachers and staff through the use of Data Sheets to monitor and support improved instructional outcomes for students by requiring teachers to consider not only their student data but their next steps in order to ensure student mastery of skills and standards.

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	✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

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Our ILT consists of stakeholders from all departments in our building. We meet regularly to discuss student data, effective instructional practices, assessments and other concerns both academic and social emotional that challenge our students. The team meets bi-weekly on Monday after school and the agenda, meeting minutes and protocols are artifacts housed on google doc folder. In addition, department meeting agenda's reflect the transfer of the work of the ILT into departments. This team is the group that acts as a thought partner with the Principal to brainstorm school responses i.e. what changes if any need to be made to our assessments or school policies, and this team is the connection to the school core departments and act as the conduit to transfer information and actions into core departments in order to impact student achievement. This year this team has shown itself to be even more committed as the Principal was unable to pay them to meet after school, yet all volunteered to still meet because they were concerned about ensuring positive outcomes for students. (The ILT reviews assessments and provided feedback on five week assessments which altered the structure of our assessments to include multiple choice questions and short response as well as a reading component. Teachers then complete data sheets to track and respond to student levels of mastery based on skills.) The also included current data sheets or trends.

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
 - Organize the team around a common understanding of team's purpose and instructional priorities.
 - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
 - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.

- Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
- Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score
	✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)
	✓ Evidence that work of ILT has contributed to positive outcomes for students and staff
	✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders
	Collaborative Teachers
MTSS Framework	Shared Leadership, Evaluation of MTSS
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4d. Growing and Developing Professionally
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP
	A2. Implements Data Driven Decision Making and Data Driven Instruction
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	✓ Instructional Leadership Team Planning Tools
	✓ PLC and Mentoring Coaching Resources

Professional Learning:

Score

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

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This year the bulk of our PD was focused on Trauma Informed Classrooms through our HTT program. Teachers learned how to address students with high exposure to trauma in their daily lives. In terms of teacher practice while resources were shared we would like to spend more time doing formal and informal peer observations following school PD to allow for improved teacher practice and support better implementation of the selected strategies. Additionally teachers attended multiple PD's through our network in English, Math, Science and Social Studies. Selected teachers also attended Reader's Apprenticeship professional development. In addition, ILT received training on the use of Khan Academy and SAT practice. The training was also provided to ELA and math department teachers.

Guide for Professional Learning

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

- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

Score

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We are working to ensure that all resources i.e. time, budget and staff are aligned to our school priorities. The school's current schedule is an example of this effort as the schedule has built in common planning time for departments to support planning and examination of student work, academic progress and parent outreach. At this time we are working with our LSC and PAC as stakeholders in the development of this plan to ensure that funding is allocated to support parental involvement and on going community events to support ongoing communication between the school, parents and the community. To date we have hosted in conjunction with school partners a Community Resource Fair to share access and information about programs and resources to support our families and the community. We have a Block Club event planned on April 26, 2018 to continue to bring the community and parents into the school so that we can work together to support the schools priorities which for the purposes of this plan will center around working to improve the following areas: Instruction, Transition and College and Career Persistence and Culture of Learning. We believe that our alignment of resources to support these identified areas will help to achieve our ultimate goal which is student achievement.

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	✓ Five Essentials
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	Shared Leadership, Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> ✓ Aligning Resources with Priorities: Focusing on What Matters Most ✓ Instructional Supports ✓ Strategic Source Vendor List ✓ CPS Instructional Time Guidelines: Elementary School Overview ✓ CPS Instructional Time Guidelines: High School Overview ✓ CPS Instructional Block Guidance: K-2 Literacy ✓ CPS Instructional Block Toolkits: Math

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

Score

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

All of our departments have a curriculum that was created by teachers and is aligned to either the National Science Standards or the Common Core State Standards. Presently, my math Department has the strong curriculum in terms of standards alignment and length of implementation. This year they have made additional adjustments to the curriculum because the textbook that they were aligned to originally, some units were aligned to elementary standards. A shift that was made this year is that they ensured that all units were aligned to high school standards. While the English department had developed a curriculum the authors of that curriculum are no longer at the school. In order to ensure stakeholder buy in and to ensure alignment to Common Core Standards the team decided to adopt the Engage New York curriculum for English. This change in curriculum ensures that all students receive practice in skills i.e. supporting claims using evidence, interacting with developmentally appropriate text, and embedded writing activities like quick writes that require students to use a variety of texts to support their interaction with text as well as their understanding of the text within the context of the purpose for which it was written. The Science department curriculum continues to be a work in progress and the team is still working to refine it so that it best meet the needs of students. A unique element to our curriculum is our Machine Technology program which focuses on teaching students industry related skills related to manufacturing and our Pre-Engineering program which uses the PLTW Project Lead The Way Software. New this year is our partnership with Daley College and our work to align our Machine Technology Curriculum with what they are doing to support a transition from high school to college for students who complete the CTE requirements for Machine Technology.

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	✓ SGRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ CPS Content Frameworks: Math, Science, Social Science, and Literacy ✓ CPS Literacy Scope and Sequence ✓ CPS Math Scope and Sequence Guidance ✓ Digital Citizenship Curriculum ✓ K-12 Financial Literacy Guide ✓ Personal Finance 3.0 Course ✓ Physical Education Scope & Sequence ✓ Health Education Scope & Sequence ✓ Interdisciplinary African & African American Studies Curriculum ✓ Interdisciplinary Latino and Latin American Studies Curriculum 	

Instructional Materials:

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

Score

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All curricula are standards based and aligned to Common Core and (NGS) National Science Standards. General education and diverse learner teachers all have access to chrome-book charts and computer labs. Curriculum materials are available to all students. Teachers allow variability in student outcomes, both in content and learning modality. The math department uses math lab as a supplemental class to provide support to students and provide multiple pathways to understand math concepts. Science department uses project based learning with multiple outcomes based on student choice. Special Education has purchased Unique Learning Systems, a program that provides individual instruction, based on the needs of each student in the Life Program. All departments focus on real world applications for classroom content. All teachers focus on skill attainment and create re-teaching plans after every five week assessment.

Instructional materials are selected and adapted according to learners' needs (Screener and ACCESS scores, performance in classes) and desired outcomes. Materials available include bilingual or multilingual texts, translators, and dictionaries along with explicit and ongoing instruction as to how the resources can best be applied to the content areas. Decisions are made in consultation with the ELPT and teacher to ensure that expected outcomes, techniques, supports, and materials (ie. cognate awareness, visual aids, Chromebooks) are placed to support the varied needs of our learners. For example, dictionaries may suffice for a math class while a history class may need a bilingual (L1/English) or L1 text. Teachers also are receiving increasing amounts of support, with PD planned in the future, around incorporating best practices from sources such as SIOP that increase meaningful participation in the common curriculum by ELs. These upcoming development sessions will further address flexibility and access (ie. allowing responses at current proficiency levels; detangling knowledge of language from knowledge of content; planning objectives that support English acquisition) as well as the use of technology (ie. Google Classroom, Khan Academy).

We will be allocating funds to support this area particularly for our EL students and core classes.

Guide for Instructional Materials

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none">✓ Cross-section of materials from a variety of content areas and grade levels✓ Evidence of scaffolding and differentiation for all students to access the content/skills✓ Description of materials in curriculum and/or lesson plans✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	<ul style="list-style-type: none">✓ SQR Attainment and Growth
Five Essentials	<ul style="list-style-type: none">Ambitious InstructionSupportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	<ul style="list-style-type: none">1a. Demonstrating Knowledge of Content and Pedagogy1b. Demonstrating Knowledge of Students1c. Selecting Learning Objectives1d. Designing Coherent Instruction
CPS Performance Standards for School	<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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This year our ILT examined units and questioned if our tasks were rigorous. We used a unit feedback tool developed by school staff as a tool to assess ourselves in this area. We have determined as a group that this is something that we need to continue to at more frequent intervals. Additionally, we are adding protocols for looking at student work as part of this process so that we aren't just looking at the unit but are also considering the student work product and visiting the classrooms to see the instruction that supported the creation of the student work products. Peer observations, ILT agendas that included the protocol and examples of student work as well as our unit assessment tools will be used to progress monitor our work in this area.

Guide for Rigorous Student Tasks

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

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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

Score

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This year we are proud of our work around college and career persistence. This year (90%) ninety percent of our seniors completed their (FAFSA) Free Application for Financial Aid. Additionally our students in grades 9-12 all participated in college trips. We believe strongly in ensuring that all students have access and exposure to college trips and tours. We also participated in HBCU College tour where students were able to visit multiple colleges i.e. Rust University, Paul Quinn and other universities that provide opportunities for students via packages that support successful college access and completion. Next year we will improve on the work began by building on Naviance access and incorporation into the orientation process. All freshmen will begin working with the system early so they become familiar with its importance in tracking their college trajectory as they begin to build their post secondary plan. Presently we also support college and career access through our One Goal Program and our College Possible program which embedded into our schools master schedule. However because these programs do not touch all seniors we are also opening a senior seminar position to ensure that all seniors have a program or person to support the monitoring, and ensure progress on post secondary goals.

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 Inquiry Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
HOW/WHAT MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> ✓ Researching Colleges ✓ CPS Advisory Frameworks ✓ Preventing college plans from melting away ✓ To & Through Project ✓ Redefining College & Career Readiness ✓ College Scorecard 	<ul style="list-style-type: none"> ✓ CPS College Persistence Toolkit ✓ Meaningful Linkages Between Summer Programs, Schools, and Community ✓ From HS to the Future (CCBP, 2006)
CPS SCHOOL EXCELLENCE FRAMEWORK 17	

Instruction:**Score**

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

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Our teachers attempt to incorporate questioning and discussion techniques into their instruction as evidence by unit planning. However we all agree that this is an area of growth for us as a school. Our TIA for this year and last is Argumentative Literacy. We have been working to help students to be able to interact with text and read for a purpose in order to support their claims with evidence from a text. We selected this because a significant portion of the SAT requires that they are able to use evidence to support an idea or claim. Observations of instruction from the BOY Beginning of the year indicated that we needed to work on alignment to standards.

At the (MOY) Middle of the Year observation we found that we had made progress in this area as the bulk of the classes observed at MOY were found to have evidence that the curriculum or unit being observed was aligned to high school Common Core Standards. Presently, we are looking to focus on this as a priority area for next year. We want to ensure that our task are cognitively demanding and that the questions teachers ask are thoughtfully crafted and include a variety of low and high level open ended questions that allow students to experience productive struggle. We plan to progress monitor this through learning walks and the incorporation of more peer observation among the staff so we begin to build a culture of inquiry for teachers around their own instructional practice. A text that we will use to support this work is Quality Questions.

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	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	
✓	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.

1 2 **3** 4

Our school has a common grading policy that all teachers are expected to adhere to which details expected weights for assessments, classwork and categories. This is shared at the beginning of the year and is monitored throughout the school year via a grade book audit by administration. Additionally, teachers complete data sheets at five week intervals to monitor student mastery of standards in order to support reteaching and re-assessment opportunities. Teachers are asked to share next steps and to provide evidence of the implementation of their stated next steps. Mastery is considered (70%) seventy percent mastery of a skill or standard. For each class there is a general education class and an instructional version which has assessments that are modified based upon student Individual Education Plans.

Guide for Balanced Assessment & Grading

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
Measures	✓ Grade distribution reports (course success rates)
	✓ SGRF 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
	4.b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	81. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	CPS Balanced Assessment Framework & Assessment Models
✓	Assessment Design Toolkit
✓	Teacher Made Assessment Basics
✓	Grading principals and guidelines
✓	Great Schools Partnership --Grading + Reporting

Multi-Tiered System of Supports:

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

Score

1 2 **3** 4

Each grade level has a grade level lead from the administrative team that is responsible for meeting with teachers and monitoring grades, behavior, and attendance for their students. All students have access to school wide Tier 1 incentives i.e. attendance incentives, and classroom level supports i.e. access to additional opportunities to demonstrate mastery via retakes and or projects. In terms of Tier 2 supports we have a BHT Care team which requires a referral form which allows the team to funnel students to the appropriate intervention. These intervention teams then monitor student attendance and academics and reports trends and progress to the administration at bi-weekly meetings. The school uses this data to track the effectiveness of school interventions and to progress monitor impact. Finally in terms of Tier 3 supports identified students are connected to the school social worker and or psychologist to receive one on one targeted support. Additionally through our partnership with HTT Healing Trauma we also provide PD to all staff and the school has two additional clinicians who also have a case load of students to whom they provide one on one tier two/three support through counseling related to grief, trauma or depression.

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
CPS Framework for Teaching	Collaborative Teachers
	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
	3d. Using Assessment in Instruction
CPS Performance Standards for School Leaders	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
B3. MTSS Implemented Effectively in School	

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

Score

1 2 3 4

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

As Bowen the culture for learning is characterized by how students and teachers see the importance of their daily academic work. It also speaks to the value that both place on that work. When we look at our mindsets qualitatively staff and students are able to articulate the importance of the work and its impact on the future of students. The amount of ownership that staff and teachers take in creating positive outcomes for students is dependent on the staff member speaking. We are working to create a common culture of expectations around learning, behavior and academic expectations that is visible in the quality of work given as well as within the daily interactions not just between students and teachers but between students and their peers. A large part of creating a positive shift in this area is including student voice in school decisions. When we began to explore new CTE options we conducted a student survey to gauge student interest in the available student programs. We will continue to work to grow and improve in this area using protocols and professional readings related to goal setting for teachers and students and continuing to actively seek student input in the form of surveys like the Five Essentials survey and school surveys whose aim is to include student voice more frequently as part of our decision making process to support student buy in and ownership in the culture of their school.

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

Relational Trust:

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

Score

1 2 **3** 4

The school is characterized by a high level of relational trust as that is the foundation upon which all of our interactions with students are built. We depend on these relationships in order to garner invaluable information about student needs and to be strategic in the supports that we are able to provide specific to the needs of students. Students contribute to high levels of civility and the fact that this years infractions when compared to last years infractions are significantly reduced more than 30%. Students can be seen seeking staff as characterized by check in, check outs with identified staff as well as behavioral plans and re-entry plans that students participate in creating in order to ensure that they are more likely to adhere to the terms that have been outlined.

Bowen has a strong MTSS multi tiered systems of report that is characterized by appropriate supports for Tier 1, Tier 2 and Tier 3 students. Outside partners are also an important part of this team and they use data about their assigned case load to guide their work and progress monitor impact. Our partnership with HTT Healing Trauma which supported the creation of a Peace Room and provided professional development are an important lever in ensuring effective and highly respectful interactions. As a staff we are working to better equip ourselves to address and effectively respond to the trauma faced by our students.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
 - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
 - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
 - Create opportunities for students to build positive relationships with peers.
 - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
 - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
 - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
 - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
 - Respect other teachers who take the lead in school improvement efforts.
 - Respect colleagues who are experts at their craft.

- Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
- Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

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

Bowen offers a range of extra curricular activities for students. Presently, we offer after school programming which is provided by our partner Metropolitan Family Services which provides Dance, Barber Shop and Open Gym just to name a few. The school also provides access to service learning opportunities through our service learning coordinator Ms. Holloway. This is the first year that we hosted a Bowen Serves day where all junior and senior student went on a trip that allowed them to earn service learning. We are proud that our students helped to create art and worked on a farm. Service projects are also linked to core classes an example of a class where a project is linked is our Civics class which has a unit dedicated to civic engagement and supports the Get Out to Vote movement.

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"> • IVCNS 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
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 2c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D2. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/HST Standards

Safety & Order:

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

Score

1 2 **3** 4

According to our My School, My Voice survey our school is safe based upon student input. We have a building that is safe and orderly as proven by our Well Organized rating on SQRP. The safety concerns that our students face are generally in the community. We work with our safe passage team and the office of safety and security to mitigate and address these concerns. Teachers in terms of Domain 2 are trending towards proficient in creating an environment of respect and rapport.

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	✓ 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	✓ Five Essentials – Supportive Environment score
	✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
MTSS Framework	Curriculum & Instruction
CPS Framework for Teaching	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	
✓ Social Emotional Learning Supports (cps.edu/sel)	

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.

Bowen believes appropriate student behavior is critical in order for academic and personal success. Our goal is to help each student become a positive and responsible citizen. We have three goals that we strive to achieve with our students, and they are as follows: To develop students self awareness and self management skills in order to achieve school and life success; to use social awareness and interpersonal skills to establish and maintain positive relationships and to demonstrate decision making skills and responsible behaviors in personal, school and community context.

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
Five Essentials	✓ Five Essentials – Supportive Environment
MTSS Framework	Supportive Environment
CPS Framework for Teaching	Curriculum & Instruction, Family & Community Engagement 2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
✓	CPS Restorative Practice Guide & Toolkit
✓	Guideline for Effective Discipline

Parent and Family Partnership:

Score

1 2 3 4

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

Bowen High School presently has a PAC parent advisory council. The PAC meets usually after the LSC meeting at five in the afternoon. This is an area of growth that we as a school are working on. We are working to recruit additional parents to ensure stakeholder input and voice school decision making.

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	
Suggested Evidence	✓ 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
	✓ 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	✓ 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	
✓	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: Professional Learning	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 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 depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 \emptyset
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 \emptyset
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 3 4 5 \emptyset
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 \emptyset
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 \emptyset

Goals

Required metrics (Highschool)

17 of 17 complete

	2016-2017 Actual	2017-2018 Actual	2017-2018 SQRP Goal	2018-2019 SQRP Goal	2019-2020 SQRP Goal
My Voice, My School 5 Essentials Survey					
Our goal for this year was well organized for our My Voice, My School 5 Essentials survey. We value the importance of all stake holders and want to ensure that we are responsive. However we are beginning to make changes to the school to positively impact school culture and academics and change generally causes resistance before acceptance of the new ideas and concepts.	(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
PSAT 9 Annual Growth Measure					
We are working to prioritize English and Math to ensure that we are being strategic and thoughtful about what students know as they progress through our curriculum. We will be using RA and Questioning to help support student acquisition of skills based on the SAT strands as we support them in successfully preparing for and taking the PSAT and eventually the SAT during the course of their academic year.	(Blank)	71.00	71.00	80.50	85.00
PSAT 10 Annual Growth Measure					
Only 17% percent of students met benchmark on the most recent PSAT. Students will continue to use RA, and questioning to help them practice interacting with text that require them to read for information, and make claims based upon evidence. Daily practice will be embedded into our work with the goal of ten percent growth from year to year.	(Blank)	17.00	20.00	30.00	40.00
SAT Annual Growth Measure					
This an area of growth for us as school. We are incorporating the use of Khan Academy into our practice on Wed. in core classes and looking to use College Board data on PSAT/SAT to help students to set goals related to growth in this area. This year we also had One Goal and College Possible in addition to providing a practice SAT for juniors not enrolled in one of the other SAT preparation programs offered at the school level.	(Blank)	22.00	22.00	31.00	40.00
3 yr Cohort(SAT) Growth Measure (this will be a new metric)					
This is a new metric. Growth goals were set based on the data provided.	(Blank)	(Blank)	22.00	31.00	40.00
African-American School Growth Percentile SAT11					
N/A Due to School Size	(Blank)	(Blank)	0.00	0.00	0.00
Hispanic School Growth Percentile SAT11					
N/A Due to school Size	(Blank)	(Blank)	0.00	0.00	0.00
English Learner School Growth Percentile SAT11					
N/A Due to school Size	(Blank)	(Blank)	0.00	0.00	0.00
Diverse Learner School Growth Percentile SAT11					
N/A Due to School Size (Please note I did connect with our data strategist regarding these.)	(Blank)	(Blank)	0.00	0.00	0.00

Percent Meeting College Readiness Benchmarks

This is an area that aligns with our priority goals for our CIWP. We are working as a school to improve on instruction and college and career transition and persistence to increase the number of students who meet college readiness benchmarks.

(Blank)

7.00

17.00

23.90

40.00

Early College and Career Credentials Rate

It is important to note that Dual Credit enrollment credential requirements have changed. Students must earn a 540+ on evidence based reading and writing in order to qualify for Dual Credit courses. At this time our goal is to maintain past performance in this area however we are working to leverage our CTE programs in order to assist with maintaining our work in this area. This year 100 of our CTE students will sit for the NIMS test which is an alternate route to get dual credit.

46.00

41.00

41.50

41.50

41.50

Freshmen On-Track Rate

Presently, our 9th grade team is working to monitor and ensure supports for our freshmen students. They meet weekly to review the BAG report i.e. Behavior, Attendance and Grades. We take a parental approach in that students are assigned to an adult on the team to help the student to recovery and to be academically successful.

92.00

85.00

87.85

90.00

90.00

4-Year Cohort Graduation Rate

Our counselor was hired over the summer and one of her first tasks was to complete transcript reviews so that we can create coherent relevant plans for students to help them graduate. 42 of the students that we currently have as seniors started at Bowen their freshmen year. The rest of the students in our current senior class started their freshmen year at other schools. Our goal is still to graduate as many of them as we can to ensure successful post secondary plans.

56.00

50.00

55.00

57.80

65.00

1-Year Dropout Rate

We as a school work to ensure that students are in places that support their life goals. This means that even if a student needs another alternative we work to help them select the right alternative. We are proud of the fact that we have students who have transitioned to other options that were a better fit in some cases but students are continuing their academic career. We anticipate that this will continue to be an area of strength.

1.00

1.00

1.50

1.15

0.50

College Enrollment Rate

Our college enrollment is an area of opportunity. We working on systems to support students not only enrolling but continuing their educational journey beyond the first semester and or the first year. We are working to ensure that students consider match as well as stretching their financial aid to better cover the cost of an education. Additionally, we are creating a social media page as a place to provide continued support.

49.00

43.00

49.45

49.45

55.00

College Persistence Rate

In order to support college persistence we are working to send students to college with a built in network of support. This is why we are sending students to college in either pairs or groups of three so they have a friend on site who can act as a support network. As mentioned perviously we are also working to provide support related to connection to resources at the school to provide educational support in the form of tutoring and or access to editing as it relates to papers. This group of seniors will be the first to receive care packages at designated intervals i.e. Thanksgiving and Christmas.

44.00

32.00

43.50

43.50

55.00

Average Daily Attendance Rate

We host a number of attendance incentives through out the year to support increased student attendance. Some examples of our attendance incentives include but are not limited to our 'Come on Down' strategy where attendance is tracked for a two week period and students who improve are rewarded. We have done a variety of incentives to support and encourage students i.e. Movie Night, Ice Cream Socials, T-Shirts, pens, Water Bottles and more. We have also done Pizza Parties and field trips to support and encourage students in this area. We will continue to look for more low cost ways to support an encourage attendance. However funds were allocated to support attendance in our upcoming budget.

88.00

83.00

83.10

85.00

88.00

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...

Incorporate a senior seminar class into our course rotation aimed at 12th grade students in addition to College Possible and One Goal

...then we see...

students will have time during the day supported by an adult to address post secondary planning and metrics i.e. FAFSA , College applications, etc.

...which leads to...

an increase in the number of students who enroll and are able to persist in college

Tags:

4 year graduation rate

Area(s) of focus:

3

Action step

1. Create Senior Seminar Class
2. Staff Senior Seminar Course with a person that will help to support students in addition to the school counselor.
3. Create a schedule for the Counselor and Senior Seminar teacher to connect on an on going basis to ensure that metrics are being addressed.
4. Timeline of action items related to this area of focus that includes Naviance metrics and KPI related to college apps, FAFSA, Goal Setting and post secondary planning.

Responsible

Janell Armstrong
Priscilla Horton

Timeframe

Sep 5, 2018 to
Jun 19, 2020

Status

On-Track

4 year graduation rate

Strategy 2

If we do...

incorporate research-based literacy strategies for teachers to implement in classrooms that address the adopted school-wide literacy targets of anticipation activities including vocabulary development, Close Reading using annotation and questioning techniques, and reflective writing and assessments to increase comprehension and analysis across core content classes

...then we see...

an increase in student literacy comprehension, vocabulary development, and use of close reading techniques among students

...which leads to...

increased student achievement as evidenced by mastery of standards, higher SAT literacy comprehension and analysis skills.

Tags:

3d

Area(s) of focus:

1

Action step

Responsible

Timeframe

Status

1. Incorporate professional development related to the incorporation of low and high level open ended questions as part of our beginning of the year PD as well as ongoing through out the year.
2. Review PD evaluations to ensure that we consider teacher skill level and ability to support peers.

Priscilla Horton
Clare McCauley

Sep 5, 2018 to
Jun 19, 2020

On-Track

3d

Strategy 3

If we do...

Create school wide norms for behavior, grades and attendance that allow for staff and student voice

...then we see...

ownership of academic work for staff and students i.e. the quality of work assigned from teachers and the responsibility not just for completion but an understanding of why the work is important in the. larger context

...which leads to...

a culture for learning that is characterized by a school atmosphere that reflects the importance of the work for staff and students as evidenced by respectful interactions and students who can articulate expectations for behavior grades, grades and attendance as well as a rationale for why it matters to them in the larger context.

Tags:
2a

Area(s) of focus:
3

Action step

1. Create a culture and climate team
2. Develop common norms for behavior, grades and attendance.
3. Student focus groups to ensure student voice and input in the development of norms around school culture.
4. Review My School My Voice Data as a data point to support this team.
5. Review SCC Data as an additional metric
6. Post school wide common norms and expectations for each area in classrooms as well as public spaces.
7. Coaching Plan for teachers that considers Domain 2a

Responsible

Priscilla Horton
Thomas Trotter
Briana Nkemeh
Karen Stewart
Ana Johnson
Daniele Richards
Robert Hartwig

Timeframe

Sep 5, 2018 to
Jun 19, 2020

Status

Behind

2a

Action Plan

Strategy 1

ON-TRACK

1. Create Senior Seminar Class 2. Staff Senior Seminar Course with a person that will help to support students in addition to the school counselor. 3. Create a schedule for the Counselor and Senior Seminar teacher to connect on an on going basis to ensure that metrics are being addressed. 4. Timeline of action items related to this area of focus that includes Naviance metrics and KPI related to college apps, FAFSA, Goal Setting and post secondary planning."

Sep 05, 2018 to Jun 19, 2020 - Janell Armstrong Priscilla Horton

Status history

May 8

ON-TRACK

May 08, 2018
Evidence

1. Percent of students who complete FAFSA 2. Graduation Rate 3. College Enrollment Rate

Strategy 2

ON-TRACK

1. Incorporate professional development related to the incorporation of low and high level open ended questions as part of our beginning of the year PD as well as ongoing through out the year. 2. Review PD evaluations to ensure that we consider teacher skill level and ability to support peers."

Sep 05, 2018 to Jun 19, 2020 - Priscilla Horton Clare McCauley

Status history



ON-TRACK

May 08, 2018

Evidence

1. Professional Development Agendas and attendance sheets 2. Observation evidence to monitor implementation

Strategy 3

BEHIND

1. Create a culture and climate team 2. Develop common norms for behavior, grades and attendance. 3. Student focus groups to ensure student voice and input in the development of norms around school culture. 4. Review My School My Voice Data as a data point to support this team. 5. Review SCC Data as an additional metric 6. Post school wide common norms and expectations for each area in classrooms as well as public spaces. 7. Coaching Plan for teachers that considers Domain 2a"

Sep 05, 2018 to Jun 19, 2020 - Priscilla Horton Thomas Trotter Briana Nkemeh Karen Stewart Ana Johnson Daniele Richards Robert Hartwig

Status history



BEHIND

May 08, 2018

Problem

1. Agendas from Culture & Climate Team 2. SCC Data and trends i.e. increase or decrease 3. Posted Norms for identified areas 4. Observation data related to Domain 2a 5. Focus group data from students 6. My School My Voice Survey results

Root Cause

Next steps

Fund Compliance

Supplemental General State Aid(SGSA)

☒ My school receives SGSA funds

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

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

ESSA Program

☒ ESSA Schoolwide Program

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent and Family Plan

Parent and Family Engagement Policy

Complete

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

The LSC and PAC are used to garner parental involvement and voice in school decision making. In partnership with them the building administration is working to expand the number of events that allow parents and the community to come into the building. This year a community resource fair was hosted at the school and parents and the community were invited to participate. Next year we will create a calendar of parent events in order to work to increase engagement in this area.

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 our PAC meetings following our LSC meetings. These meetings will be advertised in public spaces i.e. the main office as well as on the school marquee as well as on the school's website.

At the request of parents and family members, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

We pride ourselves on being responsive to parent and community suggestions. Where possible we act on suggestions and share that response and credit them with ideas that have helped our school community. An example of this was the resource fair we hosted last school year. A parent suggested this as an idea to build community and to share resources. The principal also has an open door policy and routinely meets with parents and community members to ensure that their voice is always part of the conversation with all important decisions involving 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.

The school host report card pickup and adheres to expectations around progress reports. We use these interactions as an opportunity to share essential academic progress i.e. how students are doing in their academic classes as well as review available assessment reports i.e. PSAT and or SAT report data. Every interaction with parents is an opportunity to discuss student progress. Additionally, we have several classes built into our school program where we reach out to parents about student progress on state test i.e. senior seminar for seniors, Embarc for tenth graders and One Goal for 11th grade.

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.

Per district policy letters are sent to the home if a teacher is not highly qualified to teach a class. While we adhere to the guideline we are proud of the fact that this year our staff is highly qualified to teach the courses assigned to them.

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.

One of the monthly parent nights will provide a session for parents on understanding their child's state assessment. To ensure that parents understand what the standards are and how they are a part of the assessments that students are asked to take through out the year. We want our parents to understand what our primary focus standards are for the year and what the assessments mean and how we use them to tailor the instruction that we provide to their children. In fact we believe that they are essential in that they can reinforce and support the work that we are doing at the school. They are in fact our partners in this work and it is important that we have the same understanding about our collective work. The monthly parent meetings and activities are key to this work and ensuring that a common message is received by students, and parents.

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.

In the same way that we provide instruction to students and professional development to teachers we also share and provide professional development opportunities to our parents. We encourage them to use PAC funds to support their own learning. We also offer them access to professional development hosted by teachers and their students related to our literacy initiative. Part of building a literacy rich culture is making sure that the parents understand the research based strategies that we want all students to use across content areas to support increased reading comprehension. We want everyone to know what our focus is and we want everyone including parents to model its use for our students.

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

We recognize that every community has resources and skills to contribute to their child's educational experience. In order to ensure frequent out reach we require teachers to keep phone logs to track their attempts to connect with and communicate with families. These are collected and tracked at the school level.

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.

We do not serve young children but recognize the importance of access to reading and literacy support as early as possible. This is a high school so we do a freshmen connection program so that new incoming students can meet staff and other students. We believe in the importance of creating a supportive network for students so that their transition is a positive one.

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.

Presently, all communications are sent in English and Spanish. We want to ensure that all of our families are able to read and understand and be informed about what is occurring at the school.

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.)

Our mission at James H. Bowen High School is to expose students to various Post Secondary options by providing a curriculum that emphasizes reading, writing and speaking as a means to access both college and or career opportunities in an environment that is safe, supportive and set up to enhance individual learning and community empowerment.

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 are held per CPS guidelines. These are used as an additional means to build supportive relationships with parents and are not the first time that teachers or the school have reached out to parents. These meetings throughout the year are a means to continue the conversation about student academic progress. Report Card Pick Up Dates are as follows: Thursday, November 15, 2018, Thursday, April 11, 2018.

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

Progress reports are sent home every five weeks. However teachers are required to make weekly calls and log them in their phone logs and we expect that if a student is struggling academically that too is shared and we work with the parent, student and teacher to try and reach a solution. Progress report dates are as follows: Friday, October 5, 2018, Friday December 14, 2018, Friday March 8, 2018 and Friday, May 17th, 2018 for the fourth marking period.

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

Generally staff are available either before or after school for consultations with parents. They are also allowed to schedule parent meetings during their prep period if the parent is available to meet during the school day. If none of these work the teacher schedules an appointment based on the parents availability.

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.

At this time per the new CPS background check anyone interacting with children must undergo a background check. This means that any parent who wants to volunteer must complete the volunteer application per CPS. We make this information available and already have at least one parent who volunteers at the school on a regular basis. We would love to expand on this idea.

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

We ask them to be our monitoring partner and ask students about what they are reading and or what project or task must they complete and what thinking skill will their child have mastered when they complete the task. Thus far parents seem interested in the fact that we want them to know what our instructional focus is and expect them to help us to encourage students to be invested in their own learning by showing that they too are interested.

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

Parents consult with the school through LSC Local School Council, and Parent Advisory Council these are essential to ensuring their continued voice and support in our work. These meetings are held monthly as follows: August 21, 2018, September 18, 2018, October 16, 2018, November 20, 2018, December 18, 2018, January 15, 2019, Feb. 19, 2019, March 19, 2019, April 16, 2019, May 21, 2019 and June 18, 2019.

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).

We do a number of things to ensure that students are also sharing the responsibility for this work. We reward or provide incentives throughout the year to encourage students to own their part in this work. A huge part of this is our work around building a culture of learning. Students status in Impact is based on their credits to encourage them to understand that you must do what is required to earn and move forward based on work and merit. We recognize real student effort and hold all students to standards that are shared at the beginning of the year around academic performance. We remind them that they and we have a responsibility to do our part to ensure their academic success.

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.

Goal: 1=Monthly parent events i.e. Parent Cafe to encourage parental input and voice in school decision making.
Goal 2=Professional Development related to the schools academic area of focus i.e. literacy and reading comprehension provided by students and staff to ensure that families are able to support the school priority.

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

Account(s) Description

Allocation

51130, **Teacher Presenter/ESP Extended Day**

52130 For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.

\$	Amount	.00
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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
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53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$	400	.00
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54125	Consultants For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	\$	Amount	.00
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54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$	Amount	.00
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<p>54205</p>	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$	Amount	.00
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<p>54565</p>	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 parent and family engagement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$	Amount	.00
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<p>53510</p>	Postage Must be used for parent and family engagement programs only.	\$	200	.00
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53306	Software Must be educational and for parent use only.	\$	Amount	.00
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55005	Furniture and Equipment Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	\$	Amount	.00
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