



Christian Fenger Academy High School / Plan summary

## 2018-2020 plan summary

### Team

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### Team meetings

Date	Participants	Topic
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02/02/2018	CIWP Team Members	Selection of Team Members
02/09/2018	CIWP Team Members	Framework Priorities feedback and meeting
02/16/2018	CIWP Team Members	Rating Priorities
02/23/2018	CIWP Team Members	Identifying and Sharing Goals per identified department
03/02/2018	CIWP Team Members	Identifying and Creating Goals
03/09/2018	CIWP Team Members/ILT	Identifying and selecting Strategies
03/16/2018	CIWP Team Members	Review of selected final Strategies documented
03/30/2018	Clerk/Administration/Alumni Association President	Fund Compliance Planning Session
04/06/2018	Clerk/Administration/CWIP Team	Completion of Parent Plan.

## School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

### Leadership & Collective Responsibility:

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

Score

1 2 **3** 4

The school has a clear mission and vision and it has been articulated to all stakeholders. We need to ensure that we continue to let our mission and vision drive all students post-secondary endeavors.

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

### Instructional Leadership Team:

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

### Score

1 **2** 3 4

The ILT minutes demonstrate the ILT is teacher-led and open to all staff members. Meetings demonstrate the staff has taken action to drive student learning through standards-based exit tickets, and text and task complexity. The ILT has reviewed SAT testing data and learning walk data to implement more actions to address challenges and increase student achievement. In addition, core leads monitor instructional strategies and provide feedback in ILT meetings. Also the ILT Team has done extensive work in reviewing Academic Approach assessments, as a means of shifting instruction.

## Guide for Instructional Leadership Team

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

## Evidence, Measures, and Standards

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

**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.

1 2 **3** 4

The school has a PD plan that allows for grade-level, department, CARE team, instructional leadership and culture and climate teams to develop strategies to improve overall instruction for all students. Administration monitors all professional development sessions and provides feedback.

**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"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>82. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>86. Professional Development Provided for Staff</li> </ul>
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
	<ul style="list-style-type: none"> <li>✓ <a href="#">Teaching the Teachers</a></li> <li>✓ <a href="#">Making Better Use of Research</a></li> <li>✓ <a href="#">Upcoming Professional Learning Opportunities</a></li> <li>✓ <a href="#">Framework for Teaching PD Modules</a></li> </ul>

### 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

1 2 3 4

Administration has instruction as a priority, however, due to funding there is a need for more certified staff in the areas of Spanish, Math, Science, Computer Science and Art, as well as, the need for instructional supplies for all students. Administration tries to ensure that all needs of students are met regardless of economic status. Administration has built partnerships with community organizations to provide supports for some of the gaps in the hiring deficits (Art). In addition, online seats have been purchased to ensure students are still receiving instruction in lieu of teacher deficit.

### 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"> <li>✓ Schedules</li> <li>✓ Teacher retention rates</li> <li>✓ Staff exit interviews/surveys (data on reasons for leaving school or district)</li> </ul>
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ Candidate interview protocol documents</li> <li>✓ List of community-based organizations that partner with the school and description of services</li> <li>✓ Evidence of effectiveness of the services that community-based organizations provide</li> <li>✓ Budget analysis and CIWP</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	Effective Leaders, Collaborative Teachers
MTSS Framework	<a href="#">Shared Leadership, Curriculum &amp; Instruction, Family &amp; Community Engagement</a>
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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"> <li>✓ <a href="#">Aligning Resources with Priorities: Focusing on What Matters Most</a></li> <li>✓ <a href="#">Instructional Supports</a></li> <li>✓ <a href="#">Strategic Source Vendor List</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: Elementary School Overview</a></li> <li>✓ <a href="#">CPS Instructional Time Guidelines: High School Overview</a></li> <li>✓ <a href="#">CPS Instructional Block Guidance: K-2 Literacy</a></li> <li>✓ <a href="#">CPS Instructional Block Toolkits: Math</a></li> </ul>

Expectations for depth & breadth of Student Learning

4 of 4 complete

**Curriculum:**

Score

1 2 3 4

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

The school has recently identified a focus on task and text complexity in order to increase overall student achievement. The school will align task to grade appropriate common core state standards. This will require students to complete task at the upper levels (3 & 4) of the Depth of Knowledge (DOK) wheel. These task will require students to provide evidence, promote discussion, increase critical thinking skills and build connections with the curriculum and/or outside experiences. In addition, the school will require text complexity that requires the reader to stretch, use of grade appropriate skills and text that build background and fluency.

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

### Instructional Materials:

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

Score

1 2 3 4

School implements use of technology and varied content. School has a Freshmen on-track team routinely identifying supports for freshmen. School has implemented online learning components to address portions of the curriculum as a means of providing all students extra opportunities to retake classes that were failed and to supplement for lack of personnel to ensure that all students are on-track to graduate. ALL core classes use the same the same text and assessments across grade levels. Teachers make daily adjustments based on exit ticket data. In addition, diverse learnings are given appropriate materials and interventions needed to meet their goals.

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

### Rigorous Student Tasks:

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

Score

1 2 3 4

ILT and administration review PSAT/SAT data and share with teachers for further analysis in their departments and classrooms. Classroom assessments are aligned to CCSS to improve student performance and ultimately provide additional supports for success with PSAT/SAT. Task and Text complexity have been identified as the pillars to drive rigorous coursework to increase student achievement. The teachers will align task to grade appropriate common core state standards, and require students to complete task at the upper levels (3 & 4) of the Depth of Knowledge (DOK). These task will require students to provide examples and models, promote discussion, increase critical thinking skills and build connections with the curriculum and/or outside experiences. In addition, teachers use complex text that requires the reader to stretch, use grade appropriate skills and build background and fluency.

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

### Transitions, College & Career Access & Persistence:

Score

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

1 2 **3** 4

- Counselors conduct monthly grade-level town-hall meetings to discuss college and career options and opportunities.
- College, military, & workforce representations visit the school on a regular basis.
- Counseling department facilitates an Annual college fair during the 1st quarter of the school-year.
- Naviance is used for post-secondary planning for all students (9th-12th)
- ALL students must complete Individual Learning Plan (ILP) annual, which includes, goal setting and career exploration.
- Counseling department conducts several FASFA nights throughout the school-year for students and parents.
- Scholarship opportunities are provided to seniors throughout the school-year
- Transcript review day is provided for all seniors at the start of 2nd semester to inform students where they are on the graduation spectrum
- Students are enrolled in the dual-enrollment program, which exposes them to rigorous instruction at a college level, which is a direct impact in increasing early college and career credentials.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships awarded</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Supportive Environment</li> </ul>
MTSS Framework	Curriculum & Instruction, Family & Community Engagement
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort
NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING	
<ul style="list-style-type: none"> <li>✓ Everything College</li> <li>✓ CPS Advisory Framework</li> <li>✓ Preventing college plans from melting away</li> <li>✓ To &amp; Through Project</li> <li>✓ Redefining College &amp; Career Readiness</li> <li>✓ College Scorecard</li> </ul>	<ul style="list-style-type: none"> <li>✓ CPS College Persistence Toolkit</li> <li>✓ Meaningful Linkages Between Summer Programs, Schools, and Community</li> <li>✓ From HS to the Future (CCSR, 2006)</li> </ul>

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

### Instruction:

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

Score

1 2 3 4

Based on our 2017-18 BOY walk-through, data reveals that the use of task and text complexity was needed to increase overall student performance and achievement. Teachers will use high level questioning and discussion techniques based off of Depth of Knowledge chart (Levels 3 & 4). Classrooms will reflect a more student-centered atmosphere where students are leading the discussion and the teacher is facilitating the discussion by asking leading and probing questions. In addition, all teachers will use formative assessments to gauge all students mastery of the daily objective and provide necessary information to make instructional adjustments/decisions. Teachers will work with colleagues to improve their practices and be able to better differentiate for all students.

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

### Balanced Assessment & Grading:

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

Score

1 2 3 4

All teachers are required to give daily formative assessments (exit tickets) to measure mastery of objectives. Data is used to inform next days instruction and data walls must be updated daily. Seventy-five percent of students must master the daily objective for a teacher to move to the next days lesson without interruption.

- Department teams review classroom assessment (Academic Approach)
- Classroom assessments are aligned to CCSS to improve performance on the PSAT/SAT
- Administration & ILT analyze PSAT/SAT data and shares with teachers to do further analysis within their department
- A Khan Academy schedule has been implemented to provide additional support for PSAT/SAT
- Modifications and Accommodations are provided for all diverse learners

### 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	✓ SGRP Attainment and Growth
	Five Essentials
MTSS Framework	<a href="#">Curriculum &amp; Instruction</a>
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
	<a href="#">4b. Maintaining Accurate Records</a>
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices
Now What? Materials to Support Improvement Planning	
✓	<a href="#">CPS Balanced Assessment Framework &amp; Assessment Models</a>
✓	<a href="#">Assessment Design Toolkit</a>
✓	<a href="#">Teacher Made Assessment Basics</a>
✓	<a href="#">Grading principals and guidelines</a>
✓	<a href="#">Great Schools Partnership –Grading + Reporting</a>

### 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

The school has embraced The American Reading Company model to support our students with reading comprehension, vocabulary and fluency. All students are assessed annually during the first 2 weeks of school using the IRLA assessment tool. All transfer students are tested upon enrollment. This provides all teachers with immediate feedback on students reading level and what supports need to be in place for effective instruction. All English teachers have leveled classroom libraries to support 40 minutes of independent reading per week. In addition, English teachers create power goals and provide one-on-one student conferencing every 21 days to increase reading levels. Students who are reading at a k-3rd grade level are placed in tier 1, tier 2 is 4th-6th grade and 7th and above is tier 1. The goal is for students to increase their readability while ultimately moving up in tier levels.

### Guide for Multi-Tiered System of Supports

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
  - Intervene in a timely and effective way to help students who are struggling.
  - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
  - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
  - Empower student to advance their learning.

- Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
- Classrooms are student-centered with student agency.
- Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below “C” or chronic absenteeism. (On Track)**
  - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
  - Monitor students requiring and receiving targeted and intensive instruction/interventions.
  - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
  - Determine appropriate interventions for students or groups of students not making adequate progress.
  - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

## Evidence, Measures, and Standards

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

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 **2** 3 4

Fenger HS administration and staff work diligently to promote and foster a dynamic and diverse learning environment for students using goal setting, student agency, authority and identity, and direct modeling to drive student achievement. Daily attendance, student effort and participation, and pushing students to do their own work are core principles that drive the Fenger educational engine. Instructors stimulate growth by providing student opportunities to work in groups which assist students with thinking “outside the box” and realizing new and different strategies for identifying solutions. Field trips and external stakeholders (post-secondary supports like TREO, EMBARK, Endeleo, Project Promise, and Upwardbound) combine to assist students in seeing college campuses first-hand and bridging the gap to being able to attend and flourish in college. Instructors additionally utilize classroom work space to display student work and projects. Students are rewarded for participation and praised for growth; academic assemblies with mandatory student attendance are held on a quarterly basis to reward student efforts in the classroom and achievement. Fenger HS eschews the ideology “...slow and steady wins the race...”. All students are held to their separate standard of learning and growth after individual assessments have been completed and educational goals and benchmarks are created.

## 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	✓ Sample of individual student learning goals from a cross-section of teachers
Evidence	✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
<a href="#">MTSS Framework Curriculum &amp; Instruction</a>	
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	
✓ <a href="#">Teaching Adolescents: The Role of Non-cognitive Factors in Shaping School Performance</a>	
✓ <a href="#">Framework for Teaching Companion Guide p. 50</a>	
✓ <a href="#">Social Emotional Learning Supports (cps.edu/sel)</a>	
✓ <a href="#">ASCA Mindsets &amp; Behaviors</a>	

### 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

Fenger HS is committed to a school environment based upon relationship-building combined with the utilization of social emotional learning (SEL) principles to teach students and staff effective and respectful communication techniques, resource utilization, sound decision-making, and exercising self-control at all times. Principal Smith and AP Lammy maintain “open door” policies to foster and nurture communication between students, parents, and staff. The Discipline department and security staff work tirelessly to assist students in better understanding and using “self-awareness” and “self-advocacy” to navigate the school day. The Discipline department also invests a large amount of time holding student mediations, group restorative conferences, and parent conferences to de-escalate conflicts, provide updates to parents, and teach student to resolve disagreements non-violently. Students are taught whom to speak with and where to go to be able to resolve certain problems and concerns they may have. Fenger HS also has a CARE Behavioral Health Team comprised of key stakeholders in the building (Administrators, Social Worker, School Psychologist, Mentors and Mentees, Youth Intervention Specialist, Diverse Learners’ Case Manager) that meet on a weekly or upon request to provide students with needed access to Tier 2 and Tier 3 supports. Additionally, Fenger has added an Advisory Council consisting of additional outside partners and support programs targeted at improving parenting and bolstering student support. Employment and work training are provided with direct job placement upon successful completion for students and parents. Fenger HS also added a Parent University program giving parents, alumni, and students with access to the school. Parents participate in workshops designed to improve parenting, arts and crafts workshops, and seminars that build work skills and proficiency.

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

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 3 4

Fenger HS participates in a wide range of activities and programs on a year-round basis designed at exposing students to post-secondary opportunities, community and environmental-based programming, and work opportunities during the school year and summer months too. Fenger senior students participate in EMBARC (designed at college exposure and placement and community-based activism) and Urban Alliance (provides job training and acumen; successful completion of training results in direct job placement; students report to work daily throughout the school week after completing their mandated work schedule). Counselors additionally provide junior and senior students to access work training programs with companies such as ComEd and Peoples Gas. Summer employment is provided to Fenger HS students through organizations such as One Summer Chicago and Youth Guidance. Students participate in Green Corps, teaching them to construct and repair bicycles and community outreach where students work on planting trees, flowers and light landscaping project designed at beautifying their community. Extracurricular after-school activities include interscholastic sports, poetry, music and beat-making, cartooning and illustration, video production, and dance training (After-School Matters). Civic integration into class, voting drive, participating in the City Hall civic engagement program, and implementation of the John Burge curriculum.

## 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"> <li>• MVMS Student Survey completion rates and results</li> <li>• Artifact from student-run organizations and events (including SVCs)</li> <li>• Meeting minutes/agendas that include student participation</li> <li>• Policies regarding student engagement in decision making</li> <li>• Sample learning reports and/or reflections of SL projects</li> <li>• Link and curriculum maps, rubric, assessment artifact</li> <li>• Evidence of student work</li> <li>• Democracy School recognition</li> </ul>
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	D3. Utilize Feedback from Multiple Stakeholders for School Improvement
Content Standards	Illinois Social Science Standards, Illinois Social Emotional Learning Standards, CCSS ELA/MS 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

Fenger HS Discipline and Security staff work to support students, staff and parents to promote a school environment where students feel physically and emotionally safe. Staff courteously greets and supervises students daily while navigating the cell phone check-in area to turn in all mobile phones and electronics, moving to the attendance check-in to swipe, and finally proceeding to the metal detector for screening. Staff works to build relationships with students based upon timely, truthful, and respectful communication. Security staff and Discipline also work to supervise dismissal and monitor outside surroundings and movement while students load transport buses and disperse to head home. Security and Discipline maintain daily vigil to greet students and monitor their demeanors as they enter the building with then mindset of meeting student needs and setting the proper tone for behavior and self-control before they embark upon their school day. Any potential student conflicts are referred to the Deans for immediate intervention and to maintain Fenger’s calm, safe, and clean learning environment.

### Guide for Safety & Order

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

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ MVMS score – “Safety”</li> <li>✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching?</li> </ul>
Evidence	<ul style="list-style-type: none"> <li>✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching.</li> <li>✓ School Climate Standards Rubric/Assessment</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Supportive Environment score</li> <li>✓ My Voice, My School Survey “Safety” score</li> </ul>
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
<b>NOW WHAT? MATERIALS TO SUPPORT IMPROVEMENT PLANNING</b>	
	<ul style="list-style-type: none"> <li>✓ <a href="https://cps.edu/sei/">Social Emotional Learning Supports (cps.edu/sei/)</a></li> </ul>

## 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.

Fenger HS' approach to discipline is tiered upon Social Emotional Learning with a focus on communication, self-advocacy, and self-control. Instructors, administrators and staff and taught and trained to utilize Restorative Justice when engaging and supporting students. A large amount of time is spent teaching students the discipline model and expectations for behavior and conduct when in school or attending school-sponsored activities and events. Disciplinarians and Instructors spend time explaining to students the detriments of their negative behavior to the learning environment and offer students the opportunity to tell their side of an incident and/or altercation. Students are additionally given 'reflection' paperwork to read and complete; this provides feedback on how their negative conduct erodes the learning environment, other students, or the instructors directly and indirectly. A progressive discipline model has been implemented giving students chances to make mistakes, within reason. Level 4 to 6 incidents and altercations (as defined by the CPS Student Code of Conduct Handbook) traditionally receive more severe consequences and students and parents receive full detail as to why the punishment was applied in that manner and students are fully supported with access to school work and assignment for an out-of-school suspension. Student accountability and responsibility are key character traits Fenger HS works to build in our student body; students that use these traits to correct their behavioral incidents to repair harm done normally receive lesser punishments as meted out by the Discipline department. Fenger's Discipline department uses endless mediations, restorative conversations, and group restorative conferences to mitigate student conflict. Students received supervision and modeling during these sessions on how to ask questions in non-aggressive contexts, to respectfully engage and listen when others are speaking, and to tell their full account of a story or incident when given a chance to speak. In-school suspensions are used effectively to curb lower-level behavioral infractions, derail excessive tardiness and failure to go attend class, and re-coup freshmen who have fallen off-track academically. While in-school, students receive access to classwork and support to get the work done by the ISPD Coordinator.

## Guide for Restorative Approaches to Discipline

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

## Evidence, Measures, and Standards

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

### 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.

Fenger HS uses a unique multi-tiered approach toward the creation and development of parent partnerships. "It takes a community to raise a child" is the fundamental behind Fenger HS' approach to building effective parent-school partnerships. Instructors, disciplinarians, and mentor programmers maintain active communications with all parents to provide updates of their student(s) in core areas of academics, attendance, and behavior. Parents are actively encouraged to volunteer for school-related activities and to engage in fundraisers, Open Houses, and attending interscholastic sports and educational performances to support their students' efforts. Mentor groups sponsored through Youth Guidance and the Youth Advocate Program provide Fenger HS with an invaluable direct connection to our students' parents helping the school identify housing concerns, lack of food, unemployment, and transportation issues that plague students' abilities to attend and participate in school. Fenger HS is able to assist with transiency and hygiene challenges while maintaining the utmost privacy to keep students actively attending and participating in school activities. Parents also participate in quarterly workshops hosted at Fenger where they learn to create gift baskets, as well as art-work and crafts.

### Guide for Parent and Family Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus $\emptyset$ = Not of focus
2	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 $\emptyset$
2	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 2 <b>3</b> 4 5 $\emptyset$
2	Expectations for depth & breadth of Quality Teaching: Instruction	<b>1</b> 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Curriculum	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Instructional Materials	1 2 3 4 5 $\emptyset$
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Culture for Learning	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Parent and Family Partnership	1 2 3 4 5 $\emptyset$
2	Expectations for Quality & Character of School Life: Relational Trust	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 $\emptyset$
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 2 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Supports	1 <b>2</b> 3 4 5 $\emptyset$
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 4 5 $\emptyset$
3	Expectations for Quality & Character of School Life: 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
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**My Voice, My School 5 Essentials Survey**

This year , there have been many parent meetings in which parents have been introduced to the new vision , mission and school information. We have expanded the use of parent portal, and most importantly the function of triggers that send parents text notifications when students grades, and attendance drops below 60 percent. We have worked hard at making Fenger a school that welcomes all parents and have stressed the philosophy of parent involvement. Parents have had several opportunities to complete the MVSES surveys during report card pick-up and during school visits. Students have also participated in this survey and we fill that the responses will be favorable based on the student focused environment that has been developed during this year. The expectation is to exceed in every category and metric for school years 2018-2020.

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

Historically, the average score of incoming 9th graders is below district average. In knowing the student population, summer enrichment programs such as summer acceleration that focus on reading strategies is very important for these students if these goals are to be met. Reading programs such as IRLA have to be funded and supported by administration to attack deficits identified by looking at student NWEA scores. Creating learning plans and implementing them during summer with supports to continue implementation during the school year .

(Blank)	17.00	40.00	20.00	60.00
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**PSAT 10 Annual Growth Measure**

Individualized instruction, and tiring students bases on scoring bands in English and Math are the major strategies of implementation. It is important that data be analyzed from PSAT 9 scores by ILT team and then shared with grade level leads and team members. Teachers have to have knowledge of each students skill level, composite score, and subject matter score in-order to properly set growth goals per student. Pull-out sessions during the school year, and infusion of KHAN academy are an important parts of this process as it relates to formative assessments. Assessing school-wide through the use of Academic Approach will help ILT, Teacher, and Grade level teams assesses growth on a quarterly basis.

(Blank)	6.00	25.00	20.00	60.00
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**SAT Annual Growth Measure**

Individualized instruction, and tiring students bases on scoring bands in English and Math are the major strategies of implementation. It is important that data be analyzed from PSAT 10 scores by ILT team and then shared with grade level leads and team members. Teachers have to have knowledge of each students skill level, composite score, and subject matter score in-order to properly set growth goals per student. Pull-out sessions during the school year, and infusion of KHAN academy are an important parts of this process as it relates to formative assessments. Assessing school-wide through the use of Academic Approach will help ILT, Teacher, and Grade level teams assesses growth on a quarterly basis.

(Blank)	24.00	40.00	20.00	60.00
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**3 yr Cohort(SAT) Growth Measure (this will be a new metric)**

Goals have been set based on the expected incremental growth and instructional practices that have been implemented. As a team, the CWIP team members have agreed that these goals could be attainable from the Fenger student population.

(Blank)	(Blank)	30.00	40.00	50.00
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**African-American School Growth Percentile SAT11**

A reach goal of 12% has been set for this year which is an increase of 4% from last year. We feel confident in this goal based on the targeted academic focus which included the instructional core, data driven instruction with an emphasis of core instruction and formative and summative assessment, and administering three practice ACT assessments for the purpose of building teasing stamina.

(Blank) 24.00 27.00 29.00 33.00

**Hispanic School Growth Percentile SAT11**

NA

(Blank) (Blank) 0.00 0.00 0.00

**English Learner School Growth Percentile SAT11**

NA

(Blank) (Blank) 0.00 0.00 0.00

**Diverse Learner School Growth Percentile SAT11**

NA

(Blank) (Blank) 0.00 0.00 0.00

**Percent Meeting College Readiness Benchmarks**

Goals have been set based on the expected incremental growth and instructional practices that have been implemented. As a team, the CWIP team members have agreed that these goals could be attainable from the Fenger student population.

(Blank) 5.00 10.00 15.00 22.00

**Early College and Career Credentials Rate**

We meet regularly with our qualified Sophomore and Junior students to prepare them for Dual Enrollment at the start of their Junior or Senior year. We take qualified students to Olive-Harvey to expose them to the college setting and for testing. We meet with the Early College staff at Olive-Harvey to implement sessions at Fenger HS. Our Counseling Department meets with our ETC teacher to ensure that all students enrolled in Culinary are aligned to take their sanitation credential.

51.00 33.00 51.00 50.00 60.00

**Freshmen On-Track Rate**

The freshman on-track program will continue to support a 9th grade on-track coordinator who will be responsible to track and monitor every 9th grade students grades, attendance, and discipline. The coordinator will also be responsible for creating opportunities that will enable students to make up missed, and failing assignments. Students will receive report cards every week and parents will also be contacted when students are failing or excelling academically.

93.00 92.00 97.00 100.00 99.00

**4-Year Cohort Graduation Rate**

Our Counseling department, Attendance Coordinator, and Administration works together to monitor our transfers during the first quarter of each school year. We also keep in constant communication with neighboring schools our students frequently transfer to monitor enrollment and graduation. Our enrollment team monitors our transfer codes used which will impact our graduation rates.

51.00 54.00 60.00 70.00 66.00

**1-Year Dropout Rate**

With consistent data review of Gradebook, progress reports, and transcripts, we monitor students that fall off-track and implement strategies for them to recover. We also leverage the SOAR office of Re-engagement for support to assist students re-entering the traditional school setting. Lastly, we cultivated a relationships with Magic Johnson to transition students once they have been counseled and all options for success at Fenger have been exhausted.

7.00 2.00 1.00 0.30 1.00

**College Enrollment Rate**

Our college enrollment rate will increase by implementing two new strategies in addition to several original strategies. Our counseling department regularly meets individually with students to advise them on their college options. Our external partners, PROJECT Promise, Endeleo, and Chicago State University meets with our students weekly for all grade levels to coach, advise, and teach them on the important milestones at each grade level necessary to have a concrete post-secondary plan. Additionally, we conduct parent meetings and group sessions to assist with post-secondary and academic planning quarterly. Lastly, we created a Man Up group led by Mr. Smith to address our African-American male population with low to mid GPA's to target challenges and barriers for academic, social, and post-secondary success.

29.00

40.00

55.00

55.00

65.00

### College Persistence Rate

Through intentional meetings between seniors and the counseling department once students have committed to a concrete post-secondary plan. Relationships are built to maintain conversations once students have graduated. The college meltdown program has been implemented to ensure that students are supported during summer transition to their college campus. Current graduates are contacted weekly to monitor needs for the purpose of sustaining enrollment and resources that are needed. Also, parent one-on-ones are held where we discuss post secondary options, financial literacy options and best fit plans.

34.00

35.00

55.00

56.00

57.00

### Average Daily Attendance Rate

The attendance coordinator does a daily audit of attendance and monitors individual student daily attendance for errors, need for intervention, and room for improvement. Home visits and phone calls are made to chronic truant students. The attendance coordinator works directly with outside agencies, A Knock at Midnight and Fenger student advocates, to help monitor at-risk students for re-engagement and mentoring. This year Fenger is also participating in the attendance grant sponsored by the Network 13 office to help improve attendance rates. Attendance contracts are created with students to help foster better attendance and school-wide incentives are used to promote and sustain good attendance.

87.00

87.00

87.00

90.00

90.00

Custom metrics

0 of 0 complete

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

### Strategies

#### Strategy 1

If we do...

Teachers will use high level questioning and discussion techniques based off of Depth of Knowledge chart (Levels 3 & 4).

...then we see...

Teachers developing questions based on a scale of cognitive demand (thinking) that aligns standards with assessment with a primary focus on task complexity of content standards in order to successfully complete an assessment or task and to increase students depth of understanding.

...which leads to...

During the 5th week of SY 2018 teachers will survey formative assessments per their departments using the DOK rubric/questioning stems and score the level of questioning at DOK level 2 and 3 to get baseline data for BOY. At the 15th week of SY18-19 teachers will again survey DOK formative assessment questions and will increase the level of DOK questions by 20 % from the BOY survey. Teachers will again complete a DOK survey during SY19 EOY and will increase the questioning level by 40% in creating formative assessments that use level 3 and 4 DOK questions and question stems.

Tags:  
Instruction

Area(s) of focus:  
1

Action step

Responsible

Timeframe

Status

Bi-weekly question monitoring by the ILT, and department leads.

ILT will review teacher exit tickets and assignment formative assessments and provide feedback to teachers based on the DOK rubric and leveled question stems.

Internal walkthroughs will be conducted by teacher teams using the DOK rubric and provide immediate feedback to teachers

Students will take three surveys during BOY, MOY, and EOY

Admin  
All Teachers  
Students

Mar 1, 2018 to  
Jun 30, 2020

Behind

**Instruction, Agency authority identity**

Unit/lesson plans show evidence DOK 2,3 developed questions for daily lessons

Teachers,  
Administration team  
ILT Team

Apr 1, 2018 to  
Jun 18, 2020

Behind

**Assessment design, Academic rigor, Administrative monitoring and support**

**Strategy 2**

If we do...

If the robust Freshman and Sophomore ON-track multi tiered systems of support(MTSS) are implemented with fidelity, there will be an 2 point increase from 98% on track to 100% for 9th grade, and a 7% increase from 85% to 92% on track increase for 10th graders by 6/2000. Leading this work will be administration and 9th and 10th grade on-track coordinators.

...then we see...

A reduction in students that need recovery classes, a reduction in discipline infractions, a reduction in on-line courses offered during the school day for recovery purposes, and an increase in attendance percentages in both grade levels. Students will also be tiered in one of three levels depending on how much support is needed for students on an individual basis.

...which leads to...

An increase in 4 year graduation rates, a highly functioning MTSS program and individual ;student monitoring in the area of grades and grade point averages, 5% increase in attendance from 86% to 91%, reduction in discipline infractions/misconduct reports from 36 out of school SUS as of 4/2018 to 30 out of school SUS in 2019, and 27 in 2000, and 218 in-school SUS as of 4/18 to 195 in 2019 and 170 in 2000. This collaboration of systems will ensure that a higher number of students are on track and in school on a bi-weekly cycle.

Tags:  
Multi tiered systems of support

Area(s) of focus:  
2

Action step

Bi-weekly meetings with FOT/SOT/leads and teams to review data and specific students in red, yellow and green categories in the areas of grades, attendance, and discipline.  
Weekly student pull-outs to complete assignments

Bag reports created for teachers bi-weekly

Responsible

Admin  
FOT/SOT  
Coordinator  
All Teachers  
Counselor  
Attendance  
Coordinator  
BAM/WILD  
coordinators

Timeframe

Mar 1, 2018 to  
Jun 30, 2020

Status

On-Track

**Academic supports, Allocate funds**

**Strategy 3**

If we do...

If Fenger creates an effective balanced assessment system that is aligned to district academic standards in all classes that include formative, benchmark, summative, and interim assessments,

...then we see...

Students academic progress, learning being measured, and data being produced to inform planning for instruction, academic supports ,and resource allocation. A focused method on how teachers plan and adjust instruction for the SPED population.

...which leads to...

Multiple measures of assessing, using whole group, individual students, drilling down to specific standards and tiering students based on strengths and weaknesses . A balanced assessment system will also increase assessment composite scores, if infused



effectively at Fenger, there will be a 70 point increase in SAT ELA composite scores from 530 to 600 for 9th graders, 630 to 700 for 10th graders, and 830 to 900 for 10th graders by 6/2019.

Tags:  
Balanced grading and assessment, Balanced assessment

Area(s) of focus:

Action step	Responsible	Timeframe	Status
District and State assessments 2018-2000  Practice PSAT/SAT-Sept/March Administered Two times a year BOY-Sept EOY-May ISBE Science-Mach SAT/PSAT-April	Core Instruction Teachers	Mar 1, 2018 to Jun 30, 2020	On-Track
<b>Balanced assessment</b>			
Benchmark/Interim 2018-2000  Q1 Benchmark-Nov Q2 Benchmark-FEB Q3 Benchmark-April	Core Instruction Teachers	select	On-Track
<b>Balanced assessment</b>			
Classroom Summative /Unit Assessments (every 5 weeks) On-going	Core Instruction Teachers	select	On-Track
<b>Balanced assessment</b>			
Classroom Formative Assessment (4 administered every week Exit tickets) On-going	Core Instruction Teachers	select	On-Track

## Action Plan

### Strategy 1

BEHIND

Bi-weekly question monitoring by the ILT, and department leads. ILT will review teacher exit tickets and assignment formative assessments and provide feedback to teachers based on the DOK rubric and leveled question stems. Internal walkthroughs will be conducted by teacher teams using the DOK rubric and provide immediate feedback to teachers Students will take three surveys during BOY, MOY, and EOY"

Mar 01, 2018 to Jun 30, 2020 - Admin All Teachers Students

## Status history

May 21

BEHIND

May 21, 2018

### Problem

Bi-weekly monitoring by ILT, department leads using the DOK rubric and questioning stems Teacher surveys conducted that examine the level of questioning ( DOK 2,3) on exit exams(Formative assessments, and assignments) during BOY, MOY, and EOY Student generated surveys that survey the teachers questions on exit exams and assignments Internal walkthrough data that focuses on teacher questions during teaching that are asked based on the DOK rubric Quarterly PD on question development provided by the office of teaching and learning.

**Root Cause**  
**Next steps**

BEHIND

Unit/lesson plans show evidence DOK 2,3 developed questions for daily lessons"

Apr 01, 2018 to Jun 18, 2020 - Teachers, Administration team ILT Team

### Status history



BEHIND

May 21, 2018

**Problem**

Student surveys, Peer observations, informal observations, evidence of questions developed using DOK level questioning stems Monitoring unit plans to ensure that teachers are planning effectively and that question development is rigorous. Monitoring exit tickets and assessments

**Root Cause**

**Next steps**

### Strategy 2

ON-TRACK

Bi-weekly meetings with FOT/SOT/leads and teams to review data and specific students in red, yellow and green categories in the areas of grades, attendance, and discipline. Weekly student pull-outs to complete assignments Bag reports created for teachers bi-weekly"

Mar 01, 2018 to Jun 30, 2020 - Admin FOT/SOT Coordinator All Teachers Counselor Attendance Coordinator BAM/WILD coordinators

### Status history



ON-TRACK

May 21, 2018

**Evidence**

Completed PLP Plans Attendance Postings throughout the School Agenda's and Action Items from bi-weekly meetings

### Strategy 3

ON-TRACK

District and State assessments 2018-2000 Pratice PSAT/SAT-Sept/March Administered Two times a year BOY-Sept EOY-May ISBE Science-Mach SAT/PSAT-April"

Mar 01, 2018 to Jun 30, 2020 - Core Instruction Teachers

### Status history



ON-TRACK

May 21, 2018

**Evidence**

Data dialogues for practice psat/sat assessments Score reports for practice assessments

ON-TRACK

Benchmark/Interim 2018-2000 Q1 Benchmark-Nov Q2 Benchmark-FEB Q3 Benchmark-April"

- Core Instruction Teachers

### Status history



ON-TRACK

May 21, 2018

**Evidence**

Data dialogues for Benchmark assessments Score reports for benchmark assessments

ON-TRACK

Classroom Summative /Unit Assessments (every 5 weeks) On-going"

- Core Instruction Teachers

### Status history



ON-TRACK

May 21, 2018

**Evidence**

score reports for unit assessments

ON-TRACK

Classroom Formative Assessment (4 administered every week Exit tickets) On-going"

- Core Instruction Teachers

### Status history



ON-TRACK

May 21, 2018

**Evidence**

data walls in classrooms

## 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 I/SW].

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

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

Non-title school that does not receive any Title funds

### Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

Every Student Succeeds Act (ESSA), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the ESSA reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new

provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

## Parent and Family Plan

### Parent and Family Engagement Policy

Complete

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

The school will assist parents in understanding topics such as the State's academic content and achievement standards, State and local assessment, annual yearly progress, and effective monitoring of their child's academic work and achievement.  
The school will provide opportunities for parents of children served to participate in the planning process and that of school review and improvement by serving on planning committees and providing input by various means.  
The school will review results of parent feedback, program evaluations, and achievement data for annual school review and use these data as needed to modify the parent Involvement Policy.

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

Fenger Academy will hold the Title I Annual Meeting and the Title I PAC Organizational Meeting on October 12, 2018. We will distribute to parents of participating students and local the community, meeting dates of all PAC meetings, Title One meetings, general parent meetings. All meeting will be scheduled in a way that gives parents options that will encourage them to attend the meeting on a regular basis. All meeting dates will be posted on the school marquee, distributed in school news letters, and posted on the school web-site. Parents will also be notified of meetings via the use of the school Auto telephone system. To encourage parents to attend these meetings, the school will offer training to parents to improve student success and achievement. Staff may also make home visits or arrange to meet parents at different locations.

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

The school will engage parents and community to improve the student academic achievement by providing information to all parents concerning planned academic assessments for the year, previous performance metrics scores of the school, proficiency levels and scores mailed to each students home. Parents will have opportunities to discuss this information during general meetings, parent teacher meetings, teacher/student meetings, and student grade level meetings.

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 will provide all parents a detailed report of all administered academic assessments in core areas during Parent Nights, Via Parental portal, School mailings, Parent /teacher conferences, and teacher/student conferences.

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.

Schools will notify parents of teachers that are not highly qualified based on information that is received from the district based on each teachers certification. The school will mail this information to all parents as it is received from the district. Parents will be given options based on their child's educational program if granted after receiving this information.

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.

Fenger will hold a series of parent related workshops that addresses each component that is described above. The PAC will play an important role in disseminating this information through the parent workshops that they are mandated to conduct.

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.

Fenger will hold a series of parent related workshops that addresses each component that is described above. The PAC will play an important role in disseminating this information through the parent workshops that they are mandated to conduct.

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.

The school will encourage all staff members to attend parental involvement workshops and conferences with a focus on building strong relationships with parents and students. The school will also encourage staff members to keep on-going communication practices to ensure that parents have a full understanding of all students academic process including the practice of parent /staff development opportunities.

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.

This does not apply to Fenger High School

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.

When information concerning meetings, school related activities, parent programs, and all other related information that parents should be informed about, the school will ensure that all parents are accommodated with materials that are conducive to all parents understanding. Upon identification of parental need for information another language or in another format, the school will take steps to ensure that the parent request is fulfilled.

#### 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)

Currently Fenger High School does not have a functioning LSC.

#### School-Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

The Fenger School Mission:

Our Mission is to ensure Fenger students achieve mastery of skill necessary for success, be empowered to compete in a global economy and enhance their knowledge through an inquiry-based curriculum.

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.

Fenger will hold two scheduled school wide parent conferences that will occur during the first the grading marking period of the first quarter and again during the grading marking period of the third quarter. Fenger will also schedule grade level parent conferences during each quarter with the seniors being scheduled for the second quarter, freshman scheduled for the first quarter, Sophomores scheduled for the third quarter, and freshman scheduled for the forth quarter. Senior parent meetings will occur during FAFSA season, College applications season, Prom, and Graduation.

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

During the school year, parents will receive student progress reports at the 5th, 15th, 25th, and 35th weeks of school via postage mail. Parents may also view point in time class grades in parent portal via their home computer. In school year 2018-2019, parents will receive teacher generated failure reports via grade book and Impact. Teachers will be able to send reports through email and parent portal.

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

The school will ensure that parents have a direct link to all teachers concerning the education process of their child. All teachers will be available during report card pick-up days and during all school functions before , or after school. In addition, parents are encouraged to communicate on a regular basis on the strengths and weaknesses of their child's academic skills through parent portal and teachers CPS email address. Parents can also request meeting appointments during school hours with teachers if approved by the teacher.

The school will provide parents opportunities to volunteer and participate in their children's classes. Describe how and when parents and family members may volunteer, participate, and observe classroom activities.

Parents will be encouraged to participate in the following: open house,all school activities,extracurricular activities, parent orientation,policy groups, parent groups, and parent volunteer groups.

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

The school will ensure that parents are made aware of proven ways that will assist student learning such as : Monitoring daily attendance, ensuring that homework is completed,volunteering in child's class, participating in the decision process of their child's education,serving on policy advisory groups, promoting positive use of child's extracurricular time, and staying informed about all school activities that occur.

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 have many opportunities to make decisions concerning their child's education . The school encourages parents to have consistent communication with all teachers and to be active at all report card pick-up days. Parents are encouraged to ask questions concerning student weaknesses , and ask for suggestions from teachers as to what their child needs to do to improve. Teachers are encouraged to create a monitoring plan to assist parents when students are showing a weakness.

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).

Fenger High School students will take the responsibility for their learning by coming to school and going to all classes, behaving and cooperating with their teachers and peers.  
Fenger students will dress appropriately and behave responsibly by respecting the personal rights and property of themselves and others. Students that need supports can ask any staff member at anytime for supports with any matter. Students will know that they will be given several options to be academically on track for graduation by all teachers during the school year.

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.

The big goal is to have a Parent University that functions.

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

Account(s)	Description	Allocation	
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 500	.00
53405	<b>Supplies</b> 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.	\$ 200	.00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 200	.00
54125	<b>Consultants</b> For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order	\$ 300	.00

after service is rendered (NO CHECKS ARE ALLOWED)

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54505      **Admission and Registration Fees, Subscriptions and memberships**

\$	0	.00
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For Parents use only.

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<p>54205</p>**Travel**

\$	0	.00
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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.

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<p>54565</p>**Reimbursements**

\$	200	.00
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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.

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

\$	100	.00
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Must be used for parent and family engagement programs only.

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53306      **Software**

\$	100	.00
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Must be educational and for parent use only.

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55005      **Furniture and Equipment**

\$	0	.00
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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.