Air Force Academy High School (/school-plans/479) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/12/2016	BOG	The New CIWP

02/03/2016	ILT	What is the SEF
02/05/2016	All Staff	Completing the SEF
02/17/2016	ILT	Sharing of SEF outcomes
03/02/2016	ILT	Sharing of SEF outcomes
	BOG	Review the completion of the SEF
03/23/2016	CIWP Team	Begin priority selection process
04/27/2016	ILT	work on strategies and action steps
05/11/2016	ILT	overview of the CIWP
04/21/2016	PAC	review priorities and strategies
07/19/2016	Budget & CIWP Approval	approve the budget and CIWP
02/22/2017	ILT meeting	update status

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

There is evidence of systems in place but there is lack of consistent implementation of processes. The school has created a website that provides the public with a intimate view of the school's mission and protocol. The entire staff has made themselves available for tutoring during school and after school. The general education and the diverse learner teachers share the responsibility of creating and implementing rigorous instruction and assessments.

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.
- **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	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

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

Score

1   2   **3**   4

> MOST of the high impact practices are CONSISTENTLY evident for SOME students and/or staff but lack evaluation, inconsistent execution/ follow through, as well as issues with dissemination of information.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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.

Score

1 **2** 3 4

> The PPLC gained ownership of PD's this year. Through a survey of staff they determined and provided the PDs. Additionally, during the two Principal Directed Staff development days, relevant PD was offered based on data from REACH and professional walks. However, Professional Learning does not include sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults collaborate with their colleagues for informational purposes, not to innovate and improve implementation of new practices.

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

Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

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

School day and schedule are centered on student needs. Community partnerships with churches, museums, etc. exist but teachers and students are not fully aware of partnerships and their value. Partnerships and programs are not evaluated for effectiveness and necessity. Some inconsistencies in communication. There is no hiring team, exit interview procedure, or visible retention strategy.

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

Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

Curriculum:

Score

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

1 **2** 3 4

> 70% of courses have curriculum maps uploaded in Rubicon (from Dr Barnes Presentation). Departments are held accountable to vertically aligning their curriculum.

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **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 in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

> Students do not have regular access to technology that they can interact with. "Just-in-time" supports are not readily available. Most classes have one text but not varied texts.

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

Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

Score

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

1 **2** 3 4

> Conversations regarding student work are limited and remain in the abstract instead of the tangible specifics of improving the quality or level of intensity.

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 (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1   2   **3**   4

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

> Students begin college tours as early as Freshman year. We hold 2 college fairs in our gymnatorium each year. Our 2015 graduating class earned over $6 MILLION in scholarships. But our "To&Through" numbers are at or bellow the CPS average with our 2014 entrance numbers 8% behind CPS for "any college enrollment". At the end of the school year, AFAHS host Decision Day Ceremony to acknowledge and congratulate senior students on their post secondary decision. There is a Half Cap Ceremony for the sophomore students to recognize their accomplishments on meeting their academic and service learning requirement. Also, during the Half Cap Ceremony the sophomore announced the major they plan to study in college and college they plan to graduate from in 6 years.

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, 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 a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
        - Start the conversation about college in primary grades.
        - Make parents aware of academic opportunities and supports for their child.
    - **READINESS – Ensure equitable access to college preparatory curriculum.**
        - Provide access to 8th Grade Algebra to all eligible 8th grade students.
        - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)
        - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
        - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
        - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
        - In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
    - **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.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

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

> Student are very dependent on teacher coaching/instruction in many classes. Classrooms and student work displays creativity in planning and implementation. Some teachers promote forward movement in lessons (short writing assignments followed by group work or student-led Q&A), but there are many teachers who utilize lecture as their primary means for instruction. Student-centered lessons are missing in many instructional settings.

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.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

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

> Teachers sometimes discern subgroups that require attention. Teachers display a use of differentiated instruction for students who need Tier 2 and 3 support. Several teachers create alternate assignments or modify the setting for students who benefit from individual attention. Some teachers create different rubrics for students even though they "teach to the middle."

Guide for Multi-Tiered System of Support

- **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 (https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
  - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

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

Balanced Assessment & Grading:

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

Score

1   2   **3**   4

> Teachers use formative assessments to check for student mastery before giving summative assessments. Teachers utilize grade and content-appropriate standards to develop rigorous, yet attainable rubric-based assessments. Students are allowed to retake tests and are required to demonstrate understanding of learning objectives prior to their second attempt. Grade level teams meet weekly to assess student data, on-track rates, and communicate possible failing grades to the counseling department for scheduling evening, weekend, or summer school.

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 (http://www.udlcenter.org/aboutudl/udlcurriculum) **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 (http://www.csai-online.org/spotlight/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 ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Culture for Learning:

Score

1 **2** 3 4

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

> Teachers and staff are highly motivated and focus on providing quality instruction. The majority of our Cadets arrive at our school ready to learn, however, many face challenges inside or outside of school which can affect their motivation or ability to concentrate on learning. Nonetheless, there is room for growth by both staff and Cadets. Teachers and staff can grow in our ability to provide instruction and school supports that allow all students to do their very best in school regardless of what challenges they may be expeiencing. Cadets can grow by becoming more active participants in transforming the school culture he/she believes will lead to a positive learning environment

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 ✓ 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
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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

> Response: Majority of the teachers and staff are committed to the social and emotional needs of the cadets. Teachers make themselves available for tutoring and "One on One" instruction to further the growth and development of each cadet. Majority of the Teachers treat each cadet with dignity and respect. Majority of the teachers have cultivated an environment of trust and open communication, which have served to clear potential misunderstandings between Cadets and Teaching staff, and an avenue to discuss their perceptions and feelings.

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

Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

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

Response: Cadets have organized a food and clothing drive, two blood drives, and one toy drive for less fortunate children. The "Student Government Association (SGA) serves as the voice of the cadets. The SGA advocates for the cadets and have taken action to enhance the culture and climate of the school. Cadets have participated in numerous civic events to showcase the professionalism and commitment to service, i.e., marched in the Bud Biliken Back to School Parade and Bronzeville Veteran's Day Parade, Post the Colors at a NCAA Basketball game and church Veteran's Day program.

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**
  - Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
  - Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
- **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.
- **Connect to decision-makers.**
  - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
  - Students learn about issues and candidates, prepare voter education materials and get involved.
  - All eligible students are asked to register to vote.
- **Make positive contributions to the school and community.**
  - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
  - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
  - Incorporate writing for audience beyond the teacher (presentation based learning).
- **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
- **Consider how people in a democratic society effect change.**
- **Consider their roles and responsibilities as a member of the community.**
- **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

Evidence, Measures, and Standards

Suggested Evidence	✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data) ✓ Student interest surveys (and/or other avenue for student input) ✓ Policies regarding student engagement in decision making ✓ Student government or committee charter and responsibilities ✓ MVMS Student Survey completion rates and results
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	Social Science 3.0 Social Emotional Learning 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

> Response: Teachers and staff are actively engaged in the safety and well-being of cadets. 80% of the Teachers and support staff are consistently posted at their doors & hallways; and encouraging cadets to move quickly to their classes. School security and hall monitors are posted on the 1st & 2nd floor and constantly checking bathrooms, hallways & stairways to ensure the environment is clear and free from disruption. After the bell rings, the hallways are quiet, which minimizes outside classroom distractions. Overall, the culture and social environment is one of respect and support for cadets, teachers, and staff. (based on 2015 5E outcomes)

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.
- **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

Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
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

Restorative Approaches to Discipline:

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.

> Response: This year's focus has been on creating consistent and effective documentation strategies that allow us to communicate school-wide and review discipline data quarterly. Using this data we have begun designing restorative approaches to discipline. When issues occur, both parties involved are allowed to share their perspectives. Afterwards, appropriate actions are taken to address the behavior and allow the cadet to learn and modify his/her behavior, which minimizes reoccurrence. This SY15-16, has resulted in very few in/out of school suspensions and after school detentions. The "tardy to school initiative and hall sweeps" have netted positive results. Nonetheless, several cadets are still growing, striving, and maturing into model cadets.

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.
    - Post and refer to clear, positively stated expectations and model expected behaviors.
    - Create routines and procedures central to the learning environment.
    - 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 continuum of responses to behavior to effectively change student behavior.**
    - Ensure classroom instruction continues when problem behavior occurs.
    - Prefer responses that do not remove students from regular instructional setting or after school activities.
    - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
    - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
    - Support teachers to engage in restorative conversations or respond to behavior incidents.
    - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
    - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
        - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
        - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
        - Designate space and consistent staff to support implementation of ISS.
    - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Misconduct data (Dashboard) ✓ My Voice, My School survey responses
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2d. Managing Student Behavior 4c. Communicating with Families
CPS Performance Standards for School Leaders	C3. Staff/Student Behavior Aligned to Mission and Vision of School
Content Standards	Social Emotional Learning Standards

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's

operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

> Response: Teachers and staff value and respect their partnership with parents. Parent Square has helped organized and bridge the gap between teachers and parents. Parents are invited to help plan and participate in all school activities. In addition, several parents actively volunteer to serve as chaperones, which ensure the safety and well-being of our cadets. Our Board of Governors and PAC members are engaged and play a significant role as advisors and team players towards enhancing the instructional and readiness of the AFAHS. Without question, parents are an integral part of AFAHS family, which cements our partnership and commitment to achieving academic excellence and cadet development.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content ✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc. ✓ Outreach efforts ✓ Documentation of responsiveness to Parent Support Center concerns raised ✓ Event agendas, flyers ✓ Fundraising activities and amounts (if applicable) ✓ How does the school honor and reflect the diversity of families including language and culture?
Measures	✓ Five Essentials Score – Involved Families ✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust
Five Essentials	Involved Families
CPS Framework for Teaching	2c. Managing Classroom Procedures 4c. Communicating with Families
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

Goals

Required metrics (Highschool)   8 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
Well Organized	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Based on past trends and overall studying best practices (i.e. results of practice exams and ACT prep steps that were implemented we anticipate a positive growth in outcomes	18.00	(Blank)	30.00	30.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				

Based on past trends and overall studying best practices (i.e. results of practice exams and ACT prep steps that were implemented we anticipate a positive growth in outcomes	13.00	(Blank)	30.00	30.00

Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

(Blank)	18.00	(Blank)	35.00	30.00

English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

n/a	(Blank)	(Blank)	(Blank)	(Blank)

Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

n/a	(Blank)	(Blank)	(Blank)	(Blank)

National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

Based on past trends and overall studying best practices (i.e. results of practice exams and ACT prep steps that were implemented we anticipate a positive growth in outcomes	43.00	(Blank)	40.00	40.00

Freshmen On-Track Rate

90%	93.80	90.40	90.00	90.00

4-Year Cohort Graduation Rate

(Blank)	89.40	80.20	82.00	82.00

1-Year Dropout Rate

<2%	1.70	1.10	1.10	2.00

College Enrollment Rate

(Blank)	56.60	51.40	60.00	60.00

College Persistence Rate

70%	(Blank)	60.50	63.00	65.00

Average Daily Attendance Rate

94%	92.90	93.00	93.00	93.00

Custom metrics   0 of 0 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
Foster and promote a culture and environment that is conducive for teaching and learning	all stakeholders who are accountable and responsible for teaching and learning in a safe, orderly, positive military academy where all	Academically successful cadets earning Bs or better; FOT of 90% or higher; SOT of 70% or better; maintaining and sustaining attendance

stakeholders model excellence, integrity and service in all that they do.

for all at 93%: a decrease in the number of level 4-6 misconducts, an increase in our 4 year cohort graduation rate and increase from Organized to Well Organized on the 5 Essentials.

Tags:
MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Freshman connection/ boot camp Incoming freshmen will be trained on accessing their grades through student portal during an extensive 3 week boot camp/ freshman connection program. Maintain online presence	All teachers (posting grades), technology coordinator (updating website), counselor or dean of culture and climate (posting grade level GPA)	Jul 1, 2016 to Jun 23, 2017	*(Blank)*	Not started

Social emotional, Summer, Summer supports

Students will be taught: how to set triggers for grade notification, how to check for missing assignments, keep track of progress in individual categories for each class, professional protocol for communicating with teachers via email, steps and procedures for making up work and assessments, steps and procedures for checking work they are missing while not in school.	students mentors teachers	Jul 1, 2016 to Jun 30, 2017	*(Blank)*	Not started

Student ownership, Grades

Teachers will maintain gradebook with assignments entered as they are assigned not just when they are graded.	Teachers	Jun 1, 2016 to Jun 30, 2017	Gradebook Rubicon	Not started

Gradebook, Grade level meetings

Teachers and staff will collaborate to maintain an effective online presence where students and parents can check assignments and announcements daily.	teachers	Jul 1, 2016 to Jun 30, 2017	Gradebook, Ed, Dashboard	Not started

Balanced grading and assessment

Posting of grades Teachers will post grades and missing assignments in their classroom, by ID number, at least every 2 weeks. Grade level average GPA will be posted in the main hall, cafeteria, and gymnatorium.	teachers	Jul 1, 2016 to Jun 30, 2017	Gradebook Lesson plans Rubicon	Not started

Gradebook

Promote student accountability and ownership by posting and constantly referencing grades within classes. Posting missing assignments and exemplary assignments as well. (Student Engagement, Civic Life)	Teacher Students	Jul 1, 2016 to Jun 30, 2017	Classroom observations Drop in visits	Not started

Student accountability

Establish a universal classroom and school-wide management system that promotes the military model, thus cultivating student leadership. (Culture for Learning, Restorative Approaches to Discipline)	Commandants All	select	Monthly status reports	Not started

SEL, Shared leadership

Enhance and enforce the military model. Ensure all t staff are trained and hold all stakeholders accountable for execution	Commandant Teachers Administration Dept Leads Grade Level Leads	select	Monthly status reports; Grade level competitions	Not started

SEL, Shared leadership, Discipline, Culture and climate

Provide robust cadet leadership training	External partner JROTC Instructors	select	(Blank)	Not started
Implement and maintain a New Staff Orientation program	Admin Grade level leads Dept Leads	select	(Blank)	Not started
Recruit and Staff an effective Commandant	Principal Network	Jul 1, 2016 to Aug 31, 2016	Taleo AFA Hiring Site	On-Track

Hiring, Human resources

Hire a Dean of Culture and Climate to play a critical role in SEL, restorative practices, MTSS and building school and student pride.	Admin Hiring Team	select	Taleo Staff Organizational Chart	On-Track

Culture of learning, Hiring

Develop a system for school staff to regularly monitor school culture and climate, and work to ensure that the school is safe, supports learning and expects staff and students to perform at high levels.	ILT Culture & Climate Team Commandant Admin	select	Dashboard metrics	Not started

Culture for learning, Culture and climate

| Provide professional development to school leaders, family and staff designed to increase their skill level in developing academic, social, and emotional supports for student. | PD Team
Admin
Network | Jul 1, 2016 to Jun 30, 2017 | PD calendar | Behind |

MTSS, SEL

| effectively engage families in academically focused activities as well as the work required to build a strong school culture and climate.
Host quarterly student centered Student Forums
Provide better leadership opportunities and training to for students
create a student centered school by offering relevant student driven extra curricular activities | Commdant
JROTC Staff
Teacher Leaders
Dean of C & C | Jul 1, 2016 to Jun 30, 2017 | Student Council
Cadet leadership
Parent Night sign in sheets | Not started |

Leadership, Parent engagement, Culture and climate

| Hire an Attendance Coordinator who is responsible for inputting attendance daily, overseeing the attendance process and assist students in resolving unsatisfactory attendance problems for the purpose of ensuring effective student education and compliance with all related regulations. | Admin
Hiring Team | Jul 1, 2016 to Jun 29, 2017 | Attendance | Not started |

Attendance rate, Attendance interventions

| work in partnership and collaboration with CPS, AeroStars and its partners to transition Air Force Academy into a full Aviation High School. | Admin
Design Team
CPS Vocational Programs
SLA Network
Community partnships | Jul 1, 2016 to Jun 30, 2018 | Career and college opportunities | Not started |

Post-secondary, College and career

Strategy 2

If we do...	...then we see...	...which leads to...
Foster a collaborative environment where parents are partners in that student education	Parents who are empowered, knowledgeable, supportive, and involved in our classrooms through consistent lines of communication.	A 5% increase in parent attendance at school-wide events, usage of Parent Portal by 75% of parents, and a measurable increase in the parent survey of the 5E.

Tags:
Parental involvement, Communication, Parent engagement

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status

Use google form to collect contact information and update information at every parent event.	Grade level leads Attendance Coordinator Dean of Culture & Climate Administrators PAC president	Jul 1, 2016 to Jun 23, 2017	parent portal parent square registration orientation parent university	Not started

Parental involvement, Communication, Parent partnerships, Parent engagement, Data anaysis

Provide raffle for any parent that responds to a welcome message through parent square.	PAC Admin Parent Liasion	Jul 1, 2016 to Jun 30, 2017	announcing winners on website and/or parent square	Not started

Parental involvement, Parent engagement

Provide an avenue for teachers to update the school website directly. Keep the school's website updated and user friendly. Keep parents armed and knowledgeable with relevant school wide and student specific data Partner with parents to keep CIWP updated	Tech Coord Select Teachers	Jul 1, 2016 to Jun 30, 2017	site metrics	Not started

Parental involvement, Website

Provide more opportunities for parents to volunteer and Support parents through the successful navigation of Parent volunteer process. Support parent sponsored events (PAC, BOG, Friends of AFA, etc.)	Admin Parent Liaison PA c	Jun 1, 2016 to Jun 30, 2017	parent sign in sheets	Not started

Parent partnerships, Parent engagement

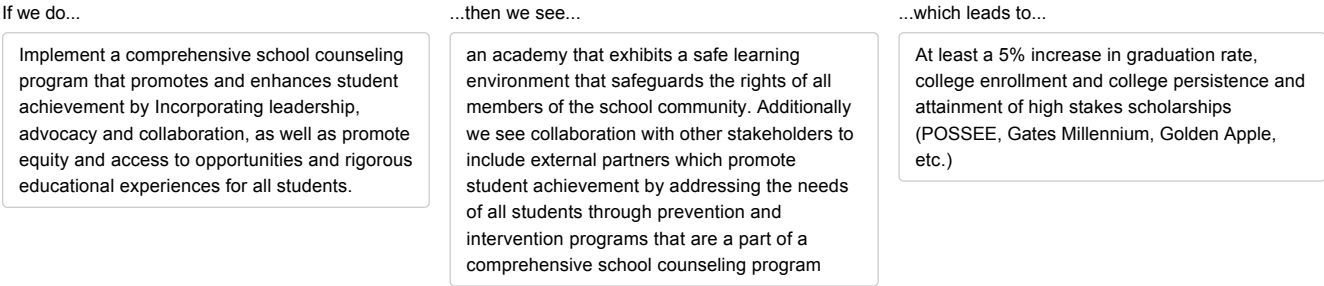|				
Ensure quarterly Parent/Family night programs are planned and promoted for diversity and increasing quality of life and understanding of our diversity. Increase parent contact/involvement: 1) Offer shadow days 2) More communication and enrollment on Parent Square 3) School and Classroom website updates. 4) Quarterly Parent/Family Night programs that promote and celebrate the diversity of our school(Parent Partnership)	Fine Arts Dept Admin PAC	Jul 1, 2016 to Jun 30, 2017	Sign in sheets registration on the multiple medias	Not started

Parental involvement, Parent engagement

Open a position for a parent liaison or train a cohort of parents who are committed to implementing and executing programs, training and activities relevant to parents to support student achievement. Also partner with external agencies, vendors and/or organizations that support parent training. Update the parent handbook to provide better communication mechanisms for parents.	Administrator	Jul 1, 2016 to Aug 31, 2016	Taleo	Not started

Parent partnerships, Community events, Parent engagement

Strategy 3

If we do...	...then we see...	...which leads to...
Implement a comprehensive school counseling program that promotes and enhances student achievement by Incorporating leadership, advocacy and collaboration, as well as promote equity and access to opportunities and rigorous educational experiences for all students.	an academy that exhibits a safe learning environment that safeguards the rights of all members of the school community. Additionally we see collaboration with other stakeholders to include external partners which promote student achievement by addressing the needs of all students through prevention and intervention programs that are a part of a comprehensive school counseling program	At least a 5% increase in graduation rate, college enrollment and college persistence and attainment of high stakes scholarships (POSSEE, Gates Millennium, Golden Apple, etc.)

Tags:
College Access and Persistence, Partnerships, Post secondary, Pac, Achievement, Career

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop community based partnerships that will support and expose students to career opportunities.	Community Liaison/ and/ or Post-Secondary Coach	Jul 1, 2016 to Jun 23, 2017	Communication of partnerships	Not started

Post secondary supports, Post secondary, Mentorship, Enrollment, Career

streamline current early college awareness opportunities by increasing dual enrollment, AP offerings, dual credit, One Goal, and other college prep learning opportunities.	counselors Admin 11th & 12th grade teachers parents	Jul 1, 2016 to Jun 30, 2017	SQRP	Not started

College Access and Persistence, Planning, Parent engagement, Orientation, Counseling, Planning for instruction

Expand our City Colleges of Chicago partnership to other city colleges. Also, invite Dual Enrollment City Colleges of Chicago representatives to speak in classrooms.	Counseling Department	Jul 1, 2016 to Aug 31, 2016	*(Blank)*	Not started

College Access and Persistence, Parental involvement, Orientation

Reestablish National Honor Society and other extra-curricular activities that promote college (i.e. debate, academic decathalon, DECA). Maintain half-cap, etc.	Counseling Department; Post-secondary Team, 12th Grade Team; Programmer	Jul 1, 2016 to Jun 30, 2017	sign in sheets	Not started

College and career, College enrollment, Extra-curricular

Create a robust mentoring program that reaches the "whole" student by tending to the non-academic needs of the cadets. Create a vertical and horizontal system of care among cadets, and also between cadets and staff/mentors/admin.	Dean of Culture All Teachers Counselors Admin	Jul 1, 2016 to Jun 30, 2017	Monthly mentorship day	Not started

Mentorship, Mentoring

Establish partnership/internships with external mentoring programs Continue to partner with and support external partners create a needs assessment so that we can properly support needs of students	Students Dean of Culture/Discipline Commandant	Jul 1, 2016 to Jun 30, 2017	succcssful internships	Not started

Peer mediation, Mentoring, Peer to peer observations

Expound on GPA and SAT guidance lessons. Review the GPA and standardized test guidance lesson frequently (especially during Freshmen Connection). Also, teachers can incorporate the lesson in their classroom. The common language should reflect that GPA and standardized test matters each year, each semester, each quarter. Graduation Requirements college entrance requirements;	Teachers, Administrators and Counselors	select	Transcripts	Not started

Gpa, Standardized test, 4-year graduation rate

more rigorous advising with students an increase of students match/ over match college selectivity or best fit colleges that are in higher competitive tiered college categories	Counselors 11th grade teachers 12th grade teachers Mentors	select	College selectivity college acceptance	Not started

College Access and Persistence

Strategy 4

If we do...	...then we see...	...which leads to...
prepare curriculum maps for each course. The curriculum maps will include unit plans with skills-based and performance-based assessments aligned to the Common Core State Standards (NGSS for science).	improved rigor and relevance of instruction in the classroom through thorough advanced preparation of unit plans and assessments and high level questioning and student engagement, then we will increase all areas of	Increased academic growth and achievement through improved classroom rigor and fidelity to CCSS as reflected in SQRP results. -increase in domain 3B, 3C, and domain 1 (designing coherent instruction, etc.).

| | student performance measures in academic and social emotional learning growth and achievement for all our students. | -More opportunities for engagement and better access to the content, sufficient depth for students to achieve and master the learning objectives and skills. -a better appeal to multiple student learning styles and differentiation of learning activities. |

Tags:
Instructional materials

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Rewrite, Review and continous updating of Lesson Plans to include diverse instructional materials	teachers	Jul 1, 2016 to Jun 30, 2017	weekly lesson plans and feedback	Not started

Curriculum Design, Curriculum maps, Universal design for learning

Review and/or revise Unit Plans to include multiple styles in instructional materials	teachers	Jul 1, 2016 to Jun 30, 2017	Unit plans curriculum maps	Not started

Curriculum, Curriculum maps, Universal design for learning

Implement Peer observation targets for instructional materials and conduct those observations at least quarterly	teachers	Jul 1, 2016 to Jun 30, 2017	peer observation schedules	Not started

Professional development

Provide access to primary and secondary text, video library, audio library	Teachers	Jul 1, 2016 to Jun 30, 2017	review of instructional material	Not started

Instructional materials

incorporate the utilization of technology to enhance the learning for a 21st century/global oriented student	Admin and Teachers Tech Coordinator	Jul 1, 2016 to Jun 30, 2017	Peer Observations Dept Meeting agendas	Completed

Technology, Instructional practices

use multiple sources of materials primary and secondary sources of text, video clips, audio clips, pictures/ images, comics, PowerPoints, outlines, onlines sources, etc.	Teachers Admin Dept Chairs	Jun 27, 2016 to Jun 27, 2016	lesson plans peer observation instructional audits	Not started

Curriculum Design, Instructional material

Build a comprehensive MTSS program to implement and execute with fidelity interventions, academic, and social emotional supports	MTSS Team Admin Case Manager Dean DL Team	Jul 1, 2016 to Jun 30, 2017	*(Blank)*	Not started

MTSS

Provide PD for DL teachers aligned to unpacking standards and being proficient with the content. Provide resources for DL and Gen Ed to provide enhanced lesson and curriculum for DL students that promote student growth and Attainment. Create and promote common learning between Gen Ed and DL teachers	Network Admin ILT PPLC	select	weekly lesson plans common planning	Not started

Professional development, Standards-based instruction, Iep, Diverse learner teachers

redesign our schoolwide Gradebook policy for Standards-Based Grading to include: • formative assessments multiple times weekly • interim benchmark & summative assessments • evidence-based writing assignments across all disciplines • Executive Functioning grade for every homework assignment (separate from the content/mastery grade for the quality of the work itself)	ILT Admin teachers	select	Gradebook Audits REACH PT Interim Assessments outcomes	Not started

Assessments, Balanced grading and assessment, Grading policy, Summative assessment

More effective root cause analysis & corrective instruction • A more clear delineation between a student's content/skill mastery and his/her executive functioning abilities.	ILT grade level teams Admin	Jul 1, 2016 to Jun 23, 2017	Data Reviews	Not started

Curriculum mapping, Student data analysis, Corrective instruction

PD SERIES (revisited at least monthly) to oversee conversion of culture & universality of expectation, and producing CCSS-aligned quality writing	Administration	Jul 1, 2016 to Jun 30, 2017	Sign-in sheets, Gradebook pages	Not started

Professional development

Frequent check-ins of teacher gradebooks to ensure compliance w/expectation	Admin Department leads	Jul 1, 2016 to Jun 30, 2017	Gradebook Audit Log	Not started

Gradebook, Grade level meetings, Grade level teams

Move from weekly lesson planning to developing and presenting quality unit plans in at least two units that are peer- and admin-assessed and reviewed with timely and quality feedback.	Admin Teachers ILT	Jul 1, 2016 to May 31, 2017	Rubicon Atlas	Not started

Lesson plans, Curriculum maps, Unit planning

| Adopt and implement UBD, DDI & SBG with fidelity of use and practice | ILT | select | Audit of Units, REACH preconferences. | Completed |

MTSS, Ubd, Standards based grading, Ddi

| Locate new sources of normed assessments for interims/summatives (e.g. CIM, Scantron sheets, assessment tools, software & hardware) | Admin
Testing Coordinator | Jun 1, 2016 to Jun 30, 2016 | Assessment(s) sourced and onsite | Not started |

Assessments, Assessment design

| Incorporate Peer Walks and Peer Reviews of assessments and instruction | Admin
ILT
Teacher Leads | Jul 1, 2016 to Jun 30, 2017 | Tracking Sheets with Feedback | Behind |

Peer observation, Peer coaching

Strategy 5

If we do...	...then we see...	...which leads to...
Build professional capacity of staff by providing leadership development, training and opportunities	an environment of shared decision making and collective responsibility	Staff who are accountable, responsible and empowered. In addition, we see an increase in the measures of effective leaders aligned to the 5 Essentials.

Tags:
Accountability, Leadership and collective responsibility

Area(s) of focus:
5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Promote and support consistent schoolwide practices in curriculum, instruction, interventions, discipline and learning materials among all staff through monitoring, adjustment and sustainability.	admin leadership teams grade level leads department chairs	Jul 1, 2016 to Jun 30, 2017	*(Blank)*	Not started

Leadership and collective responsibility

| Increase a level of mutual trust, respect and communication among teachers and administration by providing opportunities for staff to lead, own and foster leadership development . | admin
leadership teams
grade level leads
department chairs | Jul 1, 2016 to Jun 30, 2017 | *(Blank)* | Not started |

Leadership and collective responsibility

| Provide support and training for all school leaders to become effective
managers who take ownership in making the school run smoothly by offering leadership training. | admin
leadership teams
grade level leads
department chairs | Jul 1, 2016 to Jun 30, 2017 | staff orientation
staff meetings
sign in | Not started |

Leadership and collective responsibility

Ensure time is built into the master schedule for grade level, departmental, and leadership teams to provide support, effective communication and consistency that builds professional capacity of all.	admin leadership teams grade level leads department chairs	Jul 1, 2016 to Jun 30, 2017	Staff orientation staff meetings sign in	Not started

Shared leadership

Delegate responsibility among staff to promote professional capacity and efficacy in addition creating accountability measures and protocols for compliance and successful completion	admin leadership teams grade level leads department chairs	Jul 1, 2016 to Jun 30, 2017	Grade and Dept assignment	Not started

Distributed leadership

When possible support staff attending external professional developments that will enhance the development of most staff (train the trainer).	admin teachers staff	Jul 1, 2016 to Jun 1, 2017	Approved PDs	Not started

Professional development

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Freshman connection/ boot camp Incoming freshmen will be trained on accessing their grades through student portal during an extensive 3 week boot camp/ freshman connection program. Maintain online presence Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Social emotional, Summer, Summer supports	All teachers (posting grades), technology coordinator (updating website), counselor or dean of culture and climate (posting grade level GPA)	Jul 1, 2016	Jun 23, 2017	Not started
✚ Students will be taught: how to set triggers for grade notification, how to check for missing assignments, keep track of progress in individual categories for each class, professional protocol for communicating with teachers via email, steps and procedures for making up work and assessments, steps and procedures for checking work they are missing while not in school. Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Student ownership, Grades	students mentors teachers	Jul 1, 2016	Jun 30, 2017	Not started
✚ Teachers will maintain gradebook with assignments entered as they are assigned not just when they are graded. Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Gradebook, Grade level meetings	Teachers	Jun 1, 2016	Jun 30, 2017	Not started
✚ Teachers and staff will collaborate to maintain an effective online presence where students and parents can check assignments and announcements daily. Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Balanced grading and assessment	teachers	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Posting of grades Teachers will post grades and missing assignments in their classroom, by ID number, at least every 2 weeks. Grade level average GPA will be posted in the main hall, cafeteria, and gymnatorium. Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Gradebook	teachers	Jul 1, 2016	Jun 30, 2017	Not started
✚ Promote student accountability and ownership by posting and constantly referencing grades within classes. Posting missing assignments and exemplary assignments as well. (Student Engagement, Civic Life) Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Student accountability	Teacher Students	Jul 1, 2016	Jun 30, 2017	Not started
✚ Establish a universal classroom and school-wide management system that promotes the military model, thus cultivating student leadership. (Culture for Learning, Restorative Approaches to Discipline) Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, SEL, Shared leadership	Commandants All			Not started
✚ Enhance and enforce the military model. Ensure all t staff are trained and hold all stakeholders accountable for execution Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, SEL, Shared leadership, Discipline, Culture and climate	Commandant Teachers Administration Dept Leads Grade Level Leads			Not started
✚ Provide robust cadet leadership training Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti	External partner JROTC Instructors			Not started
✚ Implement and maintain a New Staff Orientation program Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti	Admin Grade level leads Dept Leads			Not started
✚ Recruit and Staff an effective Commandant Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Hiring, Human resources	Principal Network	Jul 1, 2016	Aug 31, 2016	On-Track
✚ Hire a Dean of Culture and Climate to play a critical role in SEL, restorative practices, MTSS and building school and student pride. Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Culture of learning, Hiring	Admin Hiring Team			On-Track
✚ Develop a system for school staff to regularly monitor school culture and climate, and work to ensure that the school is safe, supports learning and expects staff and students to perform at high levels. Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Culture for learning, Culture and climate	ILT Culture & Climate Team Commandant Admin			Not started
✚ Provide professional development to school leaders, family and staff designed to increase their skill level in developing academic, social, and emotional supports for student. Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, MTSS, SEL	PD Team Admin Network	Jul 1, 2016	Jun 30, 2017	Behind
✚ effectively engage families in academically focused activities as well as the work required to build a strong school culture and climate. Host quarterly student centered Student Forums Provide better leadership opportunities and training to for students create a student centered school by offering relevant student driven extra curricular activities Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Leadership, Parent engagement, Culture and climate	Commdant JROTC Staff Teacher Leaders Dean of C & C	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Hire an Attendance Coordinator who is responsible for inputting attendance daily, overseeing the attendance process and assist students in resolving unsatisfactory attendance problems for the purpose of ensuring effective student education and compliance with all related regulations. Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Attendance rate, Attendance interventions	Admin Hiring Team	Jul 1, 2016	Jun 29, 2017	Not started
✚ work in partnership and collaboration with CPS, AeroStars and its partners to transition Air Force Academy into a full Aviation High School. Tags: MTSS, Attendance, SEL, Restorative justice, Academic expectations, Accountability, Professional responsibility, Fot, Sot, Rti, Post-secondary, College and career	Admin Design Team CPS Vocational Programs SLA Network Community partnships	Jul 1, 2016	Jun 30, 2018	Not started
✚ Use google form to collect contact information and update information at every parent event. Tags: Parental involvement, Communication, Parent engagement, Parental involvement, Communication, Parent partnerships, Parent engagement, Data anaysis	Grade level leads Attendance Coordinator Dean of Culture & Climate Administrators PAC president	Jul 1, 2016	Jun 23, 2017	Not started
✚ Provide raffle for any parent that responds to a welcome message through parent square. Tags: Parental involvement, Communication, Parent engagement, Parental involvement, Parent engagement	PAC Admin Parent Liasion	Jul 1, 2016	Jun 30, 2017	Not started
✚ Provide an avenue for teachers to update the school website directly. Keep the school's website updated and user friendly. Keep parents armed and knowledgeable with relevant school wide and student specific data Partner with parents to keep CIWP updated Tags: Parental involvement, Communication, Parent engagement, Parental involvement, Website	Tech Coord Select Teachers	Jul 1, 2016	Jun 30, 2017	Not started
✚ Provide more opportunities for parents to volunteer and Support parents through the successful navigation of Parent volunteer process. Support parent sponsored events (PAC, BOG, Friends of AFA, etc.) Tags: Parental involvement, Communication, Parent engagement, Parent partnerships, Parent engagement	Admin Parent Liaison PA c	Jun 1, 2016	Jun 30, 2017	Not started
✚ Ensure quarterly Parent/Family night programs are planned and promoted for diversity and increasing quality of life and understanding of our diversity. Increase parent contact/involvement: 1) Offer shadow days 2) More communication and enrollment on Parent Square 3) School and Classroom website updates. 4) Quarterly Parent/Family Night programs that promote and celebrate the diversity of our school(Parent Partnership) Tags: Parental involvement, Communication, Parent engagement, Parental involvement, Parent engagement	Fine Arts Dept Admin PAC	Jul 1, 2016	Jun 30, 2017	Not started
✚ Open a position for a parent liaison or train a cohort of parents who are committed to implementing and executing programs, training and activities relevant to parents to support student achievement. Also partner with external agencies, vendors and/or organizations that support parent training. Update the parent handbook to provide better communication mechanisms for parents. Tags: Parental involvement, Communication, Parent engagement, Parent partnerships, Community events, Parent engagement	Administrator	Jul 1, 2016	Aug 31, 2016	Not started
✚ Develop community based partnerships that will support and expose students to career opportunities. Tags: College Access and Persistence, Partnerships, Post secondary, Pac, Achievement, Career, Post secondary supports, Post secondary, Mentorship, Enrollment, Career	Community Liaison/ and/ or Post-Secondary Coach	Jul 1, 2016	Jun 23, 2017	Not started
✚ streamline current early college awareness opportunities by increasing dual enrollment, AP offerings, dual credit, One Goal, and other college prep learning opportunities. Tags: College Access and Persistence, Partnerships, Post secondary, Pac, Achievement, Career, College Access and Persistence, Planning, Parent engagement, Orientation, Counseling, Planning for instruction	counselors Admin 11th & 12th grade teachers parents	Jul 1, 2016	Jun 30, 2017	Not started
✚ Expand our City Colleges of Chicago partnership to other city colleges. Also, invite Dual Enrollment City Colleges of Chicago representatives to speak in classrooms. Tags: College Access and Persistence, Partnerships, Post secondary, Pac, Achievement, Career, College Access and Persistence, Parental involvement, Orientation	Counseling Department	Jul 1, 2016	Aug 31, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Reestablish National Honor Society and other extra-curricular activities that promote college (i.e. debate, academic decathalon, DECA). Maintain half-cap, etc. Tags: College Access and Persistence, Partnerships, Post secondary, Pac, Achievement, Career, College and career, College enrollment, Extra-curricular	Counseling Department; Post-secondary Team, 12th Grade Team; Programmer	Jul 1, 2016	Jun 30, 2017	Not started
✚ Create a robust mentoring program that reaches the "whole" student by tending to the non-academic needs of the cadets. Create a vertical and horizontal system of care among cadets, and also between cadets and staff/mentors/admin. Tags: College Access and Persistence, Partnerships, Post secondary, Pac, Achievement, Career, Mentorship, Mentoring	Dean of Culture All Teachers Counselors Admin	Jul 1, 2016	Jun 30, 2017	Not started
✚ Establish partnership/internships with external mentoring programs Continue to partner with and support external partners create a needs assessment so that we can properly support needs of students Tags: College Access and Persistence, Partnerships, Post secondary, Pac, Achievement, Career, Peer mediation, Mentoring, Peer to peer observations	Students Dean of Culture/Discipline Commandant	Jul 1, 2016	Jun 30, 2017	Not started
✚ Expound on GPA and SAT guidance lessons. Review the GPA and standardized test guidance lesson frequently (especially during Freshmen Connection). Also, teachers can incorporate the lesson in their classroom. The common language should reflect that GPA and standardized test matters each year, each semester, each quarter. Graduation Requirements college entrance requirements; Tags: College Access and Persistence, Partnerships, Post secondary, Pac, Achievement, Career, Gpa, Standardized test, 4-year graduation rate	Teachers, Administrators and Counselors			Not started
✚ more rigorous advising with students an increase of students match/ over match college selectivity or best fit colleges that are in higher competitive tiered college categories Tags: College Access and Persistence, Partnerships, Post secondary, Pac, Achievement, Career, College Access and Persistence	Counselors 11th grade teachers 12th grade teachers Mentors			Not started
✚ Rewrite, Review and continous updating of Lesson Plans to include diverse instructional materials Tags: Instructional materials, Curriculum Design, Curriculum maps, Universal design for learning	teachers	Jul 1, 2016	Jun 30, 2017	Not started
✚ Review and/or revise Unit Plans to include multiple styles in instructional materials Tags: Instructional materials, Curriculum, Curriculum maps, Universal design for learning	teachers	Jul 1, 2016	Jun 30, 2017	Not started
✚ Implement Peer observation targets for instructional materials and conduct those observations at least quarterly Tags: Instructional materials, Professional development	teachers	Jul 1, 2016	Jun 30, 2017	Not started
✚ Provide access to primary and secondary text, video library, audio library Tags: Instructional materials, Instructional materials	Teachers	Jul 1, 2016	Jun 30, 2017	Not started
✚ incorporate the utilization of technology to enhance the learning for a 21st century/global oriented student Tags: Instructional materials, Technology, Instructional practices	Admin and Teachers Tech Coordinator	Jul 1, 2016	Jun 30, 2017	Completed
✚ use multiple sources of materials primary and secondary sources of text, video clips, audio clips, pictures/ images, comics, PowerPoints, outlines, onlines sources, etc. Tags: Instructional materials, Curriculum Design, Instructional material	Teachers Admin Dept Chairs	Jun 27, 2016	Jun 27, 2016	Not started
✚ Build a comprehensive MTSS program to implement and execute with fidelity interventions, academic, and social emotional supports Tags: Instructional materials, MTSS	MTSS Team Admin Case Manager Dean DL Team	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Provide PD for DL teachers aligned to unpacking standards and being proficient with the content. Provide resources for DL and Gen Ed to provide enhanced lesson and curriculum for DL students that promote student growth and Attainment. Create and promote common learning between Gen Ed and DL teachers Tags: Instructional materials, Professional development, Standards-based instruction, Iep, Diverse learner teachers	Network Admin ILT PPLC			Not started
✚ redesign our schoolwide Gradebook policy for Standards-Based Grading to include: • formative assessments multiple times weekly • interim benchmark & summative assessments • evidence-based writing assignments across all disciplines • Executive Functioning grade for every homework assignment (separate from the content/mastery grade for the quality of the work itself) Tags: Instructional materials, Assessments, Balanced grading and assessment, Grading policy, Summative assessment	ILT Admin teachers			Not started
✚ More effective root cause analysis & corrective instruction • A more clear delineation between a student's content/skill mastery and his/her executive functioning abilities. Tags: Instructional materials, Curriculum mapping, Student data analysis, Corrective instruction	ILT grade level teams Admin	Jul 1, 2016	Jun 23, 2017	Not started
✚ PD SERIES (revisited at least monthly) to oversee conversion of culture & universality of expectation, and producing CCSS-aligned quality writing Tags: Instructional materials, Professional development	Administration	Jul 1, 2016	Jun 30, 2017	Not started
✚ Frequent check-ins of teacher gradebooks to ensure compliance w/expectation Tags: Instructional materials, Gradebook, Grade level meetings, Grade level teams	Admin Department leads	Jul 1, 2016	Jun 30, 2017	Not started
✚ Move from weekly lesson planning to developing and presenting quality unit plans in at least two units that are peer- and admin- assessed and reviewed with timely and quality feedback. Tags: Instructional materials, Lesson plans, Curriculum maps, Unit planning	Admin Teachers ILT	Jul 1, 2016	May 31, 2017	Not started
✚ Adopt and implement UBD, DDI & SBG with fidelity of use and practice Tags: Instructional materials, MTSS, Ubd, Standards based grading, Ddi	ILT			Completed
✚ Locate new sources of normed assessments for interims/summatives (e.g. CIM, Scantron sheets, assessment tools, software & hardware) Tags: Instructional materials, Assessments, Assessment design	Admin Testing Coordinator	Jun 1, 2016	Jun 30, 2016	Not started
✚ Incorporate Peer Walks and Peer Reviews of assessments and instruction Tags: Instructional materials, Peer observation, Peer coaching	Admin ILT Teacher Leads	Jul 1, 2016	Jun 30, 2017	Behind
✚ Promote and support consistent schoolwide practices in curriculum, instruction, interventions, discipline and learning materials among all staff through monitoring, adjustment and sustainability. Tags: Accountability, Leadership and collective responsibility, Leadership and collective responsibility	admin leadership teams grade level leads department chairs	Jul 1, 2016	Jun 30, 2017	Not started
✚ Increase a level of mutual trust, respect and communication among teachers and administration by providing opportunities for staff to lead, own and foster leadership development . Tags: Accountability, Leadership and collective responsibility, Leadership and collective responsibility	admin leadership teams grade level leads department chairs	Jul 1, 2016	Jun 30, 2017	Not started
✚ Provide support and training for all school leaders to become effective managers who take ownership in making the school run smoothly by offering leadership training. Tags: Accountability, Leadership and collective responsibility, Leadership and collective responsibility	admin leadership teams grade level leads department chairs	Jul 1, 2016	Jun 30, 2017	Not started
✚ Ensure time is built into the master schedule for grade level, departmental, and leadership teams to provide support, effective communication and consistency that builds professional capacity of all. Tags: Accountability, Leadership and collective responsibility, Shared leadership	admin leadership teams grade level leads department chairs	Jul 1, 2016	Jun 30, 2017	Not started

District priority and action step	Responsible	Start	End	Status
✚ Delegate responsibility among staff to promote professional capacity and efficacy in addition creating accountability measures and protocols for compliance and successful completion Tags: Accountability, Leadership and collective responsibility, Distributed leadership	admin leadership teams grade level leads department chairs	Jul 1, 2016	Jun 30, 2017	Not started
✚ When possible support staff attending external professional developments that will enhance the development of most staff (train the trainer). Tags: Accountability, Leadership and collective responsibility, Professional development	admin teachers staff	Jul 1, 2016	Jun 1, 2017	Not started

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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents 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 suppland 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.

NCLB Program

◉ NCLB Schoolwide Program

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

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

○ NCLB 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

No Child Left Behind (NCLB), 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 NCLB 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 Plan

Parent Involvement Policy   Complete

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

> During our monthly PAC meetings and BOG meetings we will make room for the principal to share the State of the School. We will also create bi monthly family nights that information will be shared.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, 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

involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

> We will abide by all the regulations of the district to hold the required meetings. We have and will continue to have quality PAC meetings, BOG meetings, and quarterly family night events.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

> We will update and continue to produce and distribute our parent handbook that includes all of the detailed information.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents 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.

> At AFAHS we have a decided room/center for parents to access for training, support, gatherings, and trainings. The Parents through the parent center has access to computers, telephone, training aids, which also includes a kid's center to entertain elementary age students and toddlers.

Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading. Please describe how this will be accomplished.

> We will provide parents copies of the student's score card and if necessary plan a parent meeting.

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.

> We will disseminate the letter that is generated by the district and if/when applicable we will distribute.

Schools will assist parents of participating NCLB 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.

> We distribute progress reports to our students every two weeks.

Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents in working with their children to improve their academic achievement, and to encourage increased parental involvement. Please describe how this will be accomplished.

> This training will take place during report card pick up, during monthly parent night and at any time scheduled in their Parent Center.

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

> Parents are always invite to partner with AFAHS. We have a parent communication system called Parent Square which allows us to text and email parents daily.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent 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 in more fully participating in their children's education. Please describe how this will be accomplished.

> We are a high school.

Schools will ensure that information related to the school and parent programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language. Please describe how this will be accomplished.

> Again we will use our Parent Square, Blackboard connect, marquee, parent newsletter and distribution of flyers to send information.

Policy Implementation Activities

☑ The LSC will approve the school improvement plan and monitor the CIWP.

☑ In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.

☑ The school will coordinate the parent involvement programs identified in the CIWP.

☑ The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

Explain why any of the boxes above are unchecked: (type "n/a" if all are checked)

n/a

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.)

Air Force Academy High School will recognize and develop the full intellectual and social potential of all stakeholders. The AFAHS offers a comprehensive and rigorous college-preparatory curriculum, placing a strong emphasis on Aerospace Studies and literacy across the disciplines. We offer a safe and structured environment where all stakeholders are partners in the educational process. Following the United States Air Force culture of integrity, service, and excellence, AFAHS will graduate cadets who are prepared to succeed in our global society.

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.

They will held in accordance with the CPS District calendar and as needed to support student achievement.

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

We provide progress reports every two weeks and in accordance with the CPS District mandate.

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

Staff is available during Report Card Pick Up and staff is available as scheduled on a case by case, additionally parents can meet with parents weekly as scheduled.

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

Parents may volunteer once they successfully complete the CPS volunteer process. Parents are welcome to support the school and utilize their designated Parent Center.

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

By registering and using parent portal to stay updated on the child's progress. Utilize Parent Square to communicate daily with teachers, ask students if they have homework, create an environment at home that is conducive to learning/studying. Insist that students attend tutoring and teach their children to advocate with teacher's on their behalf.

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

Parents will serve as active members of the CIWP team, parents will regularly attend PAC meeting and actively engage in parent and family activities. Parents will attend Report Card Pick up and as often as they need to participate. Parents will positively engage in BOG.

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).

Students will regularly check their student portal, advocate on their behalf with teachers, attend tutoring, ensure classwork and homework is completed and turned in on time, students will report to school on time and to all classes on time and engage themselves positively in their learning. Students will own their education and be advocates in the learning process.

Parent Budget   Complete

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

If we Foster a collaborative environment where parents are partners in student education. Then we will see Parents who are empowered, knowledgeable, supportive, and involved in our classrooms through consistent lines of communication. Which will result in A 5% increase in parent attendance at school-wide events, usage of Parent Portal by 75% of parents, and a measurable increase in the parent survey of the 5E.

Allocate your Mandated Title 1 Parent Involvement Funds to support your Parent Involvement Program.

Account(s)   Description   Allocation

51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$	Amount	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$	1104	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	396	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$	1600	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	Amount	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$	Amount	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$	Amount	.00
53510	**Postage** Must be used for parent involvement programs only.	$	Amount	.00
53306	**Software** Must be educational and for parent use only.	$	Amount	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.	$	Amount	.00