Louisa May Alcott College Preparatory ES and HS (/school-plans/480) / Plan summary

2016-2018 plan summary

Team

Name	Role	Email	Access
Elias Estrada	Principal	eestrada1@cps.edu	Has access
Navjeet Allen	AP	NKAllen1@cps.edu	Has access
Grace Moody	AP	GMMoody@cps.edu	Has access
Ryan Dolan	Teacher/English/ILT/West	rpdolan@cps.edu	Has access
Michael Kolody	LSC Teacher Rep/PPLC/West	mdkolody@cps.edu	Has access
Malgorzata Szelazek	Teacher/ILT/Math/West	mszelazek@cps.edu	Has access
Gregory Weipert	Teacher/ILT/Science/West	gaweipert@cps.edu	Has access
Lucas Weisbecker	Teacher/ILT/Social Science/West	lweisbecker@cps.edu	Has access
Jennifer Anstette	Teacher/Diverse Learner/West	jnanstett@cps.edu	Has access
Jennifer Hanna	Counselor/College and career/ILT/West	jlhanna@cps.edu	Has access
Jade Sipic	Teacher/Programmer/ILT/West	jjsipic@cps.edu	Has access
Mathew Barrow	Teacher/Ancilary/ILT West	mrbarrow@cps.edu	Has access
Aurélia Chaudagne	Parent/LSC/East	achaudagne@gmail.com	No Access
Bree Warren	Parent/LSC/East	alcottlsc.bwarren@gmail.com	No Access
Evelyn Fitzgerald	Parent/LSC/East	ejfitzgerald1@sbcglobal.net	No Access
Heather O Malley	Teacher/LSC/East	hhbarnett@cps.edu	No Access
John Ketchum	Parent/LSC/East	johnketchum@livenation.com	No Access

Leticia Zavala	Parent/LSC/East	lzavala23@yahoo.com	No Access
Lex Cisler	Community/LSC	lcisler@gmail.com	No Access
Libby Thompson	Parent/LSC/East	elizabeth.thompson@bartlit-beck.com	No Access
Megan Everett	Community/LSC	megsyev@gmail.com	No Access
Tim Even	PARA/LSC/West	teven@cps.edu	No Access

Team meetings

Date	Participants	Topic
03/02/2016	West ILT	Data Review/Goal setting
03/09/2016	West ILT	Data Review/Goal Setting
03/12/2016	West ILT	Framework Priorities
03/16/2016	West ILT	Framework Priorities
02/19/2016	West ILT	Overview of CIWP
03/16/2016	All West Faculty	SEF
03/23/2016	All West Faculty	SEF
03/30/2016	ALL WEST FACULTY	SEF
04/06/2016	ALL WEST FACULTY	SEF
04/13/2016	West ILT	Organizing SEF data / Strategy writing
04/27/2016	West ILT	Strategy Writing
05/02/2016	Dolan and Counseling Dept	Parent plan
05/04/2016	West ILT	Final CIWP review and SY2017 calendar drafting
03/02/2016	East ILT and Teachers	Framework Priorities and SEF
03/09/2016	East ILT and Teachers	Framework Priorities and SEF
03/16/2016	East ILT and Teachers	Discussion of SEF/ Review of Previous School Year Data to Determine Goals

03/23/2016	East ILT and Teachers	Review of Previous School Year Data to Determine Goals/ Beginning Strategies
04/06/2016	East ILT and Teachers	Write Strategies
05/11/2016	East ILT and Teachers	Parent Plan

School Excellence Framework

Culture of & Structure for Continuous Improvement 4 of 4 complete

Leadership & Collective Responsibility:

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

Score

1   2   3   **4**

> EAST:
> All stakeholders (parents, teachers, admin, and students) involved in school-wide decision making.
> T lesson plans focus on objectives, activities, and assessments that provide for more opportunities for student ownership.
> Teacher shared ownership of learning is evident in grades K-3 (Grades 1-3 departmentalize for science, Grade 4 has instruction provided by three teachers, Grades 5-8 the learning is shared among 4 teachers; ancillary teachers promote and support the learning in the classroom; teachers co-teach with one another with the additional 3 hours a week provided for co-teaching one another.)
>
> WEST:
> Subcommittees are created to design, implement, and evaluate school-wide initiatives and policies. Surveys and all-staff meetings are used to collect teacher and student feedback about initiatives and policies. We have not yet created effective channels to facilitate continued parent input and ownership of school-wide initiatives and policies. We need a plan for parent involvement in all of our framework priorities.
>
> Administration and teachers own a collective responsibility to facilitate a democratic school structure and college going culture as evidenced by our democracy school status, commonly shared language, and widely used procedures with students. Teachers consider the ideal of democracy in all institutional decisions. teachers see themselves as co-creators of the culture of the school and take on many leadership roles regardless of years of experience or age. Teachers trust administration and each other to lead initiatives as evidenced by our "strong" ratings in the categories of effective leadership and collaborative teachers on the 5 Essentials survey. Teachers are able to make decisions as a staff at all-staff meetings through efficient and productive conversation.
>
> We have not yet reached our vision of a structure that facilitates ongoing observation, reflection, and analysis of curricular decisions because teachers lack a schedule that elicits consistent meeting times across grade levels or departments. This hinders the ability of staff to focus on what is important in a collaborative way. Nonetheless, teachers across grade levels and departments find ways to collaborate in organic ways despite the hinderances of the schedule because they believe in the importance of collaboration.
>
> Through cross curricular collaboration between Social Studies and English departments, as well as Student Voice Committee, students have been invited into elements of the decision making processes at Alcott. These collaborations have been somewhat successful in their initial stages, however, building capacity for students to effectively grow student power and influence significant decisions with Alcott is still in the early stage of development. Building this capacity through cross curricular objectives must continue in order to allow student to become empowered advocates for student voice in the decision making processes at Alcott.

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

EAST:
At minimum, monthly meetings
ILT Minutes
Second Step Curriculum
PD schedule for the school based on need
Collaborate to create/review the CIWP annually
Communicate learned information effectively with teams
Viewed possible curricula to determine what was best for our school

WEST:
The ILT meets weekly to discuss institutional organization and curricular alignment that facilitates a college going culture, literacy, and democracy (i.e. course offerings and scheduling, CIWP revision and writing, the structure of the school day, content and organization of professional development, etc.)

There is difficulty communicating between administration/ILT and departments because of the lack of department meeting times within the contractual structure of the school day. This slows the process of moving forward with initiatives in a way that includes the voice of all teachers. Nonetheless, the ILT does its best to facilitate conversations about vision and direction with members of the departments.

Members of ILT are able to share issues and offer solutions in a safe and supportive environment. Members can push back on ideas and support ideas without conflict. ILT uses data to inform every conversation and decision (FOT metrics, 5 Essentials data, survey results, test scores, anecdotal evidence from conversations with teachers and students)

The ILT has not yet created a system of effective instructional rounds or reflection of data (aligned formative and summative assessments) by departments. This collaborative effort should be a priority in the future.

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

EAST:
Staff PD meetings after school
Weekly grade level meetings
Some departments meet biweekly
Full day staff development meetings with a focus on math alignment
Teacher led PD for innovative Singapore math practices such as bar models
Number sense mastery by grade level (Ex. Second graders fluently add and subtract numbers through 20)
Math concepts integrated within other departments (Ex. 8th graders use algebra concepts to solve physics problems)
Teacher led PD on Interactive Notebooks (teachers demonstrated how interactive notebooks are used across curriculum, including social studies and science)
Teacher led PD on coding
All PD has been presented by Alcott teachers in order to share their practice

WEST:
PD OUTSIDE ALCOTT
We wanted at least one non-AP teacher from each department to attend the CPS AP cohort PD's in order to reinforce pre-AP alignment. This practice did not happen, and teacher support for pre-AP alignment is still necessary to promote college and career readiness in the framework of AP vertical alignment.

The World Language teachers attended subject-specific professional development individually and together this year. The Spanish teacher observed other CPS Spanish teachers at Kelvyn Park. The Spanish and French teacher went to a regional world language teaching conference in Ohio with 14 hours of professional development. The French teacher will attend a week-long workshop this summer to learn how to teach AP French in preparation for the future. Next year, we will offer a French 3/4 class, and several of the seniors in French 4 are interested in taking the AP French exam. The French and Spanish programs have grown from just levels 1 and 2, to electives.
The World Language teachers have shared ideas and observed each other's classes in order to develop professionally.
The French teacher attended a webinar to gain CPS's free access to Middlebury Interactive online language learning program.

Throughout 2014-2015 , 9-12 Grade Math teachers were to I receive training in pre-AP strategies and were to implement those strategies in classroom instruction. Department meetings would include regular discussion and reflection on lessons and student work in order to reinforce and strengthen PreAP alignment and course rigor. This was an area where we landed far below goal. This lack of training hinders our progress for college and career readiness through the framework of AP vertical alignment. Teacher support for the realization of this priority is needed.

Last year Mr. Kolody and Ms. Sipic participated in the DePaul lead PDs.

Last year, Mr. Rickey Murff was our instructional coach, someone known to both Ms. Sipic and Mr. Kolody in the past. The professional developments addressed various aspects of transition to the Common Core and PARCC; one PD was on ELL access; another was on how to re-write closed, traditional tasks to be more open-ended; another was on how to sum-up after an open-ended inquiry based lesson. Mr. Kolody did a model lesson with Mr. Murff based on the principles taught in TLI. Mr. Kolody and Mr. Murff also met with the department and went through the True Dimensions rubric, a method to help teachers make sure they are implementing the Common Core math practice standards.

Overall, participating in this PD was a benefit for the department, but we had to weigh the benefits of the PD's with the costs. PD's were of uneven quality-- some were great, but others were not-- and regardless, given the number of new classes being offered by the department this year, lack of funds for subs,and the impact of multiple teachers being out of the building.,we decided not to participate in the program.

Teachers in the Fine Arts department actively seek out opportunities for PL specific to our disciplines.

The music teacher attended PL off-site that directly related to her music curriculum.

The art teacher attended PL at local art museums in Chicago that directly related to her art curriculum.

In order to continually improve as a high school art teacher, (As the only art teacher at the school) it would be valuable to occasionally observe art teachers at other CPS high schools. To do this, I would need a substitute to be provided at Alcott.

In an ideal situation, the teacher whom I observed at another school would then come observe me teach the new lesson or teach in the new way that I observed from that person. Then, I could receive feedback from a colleague in my exact field.

English teachers were to attend 3 AP PD's throughout the school year for AP Language and AP Literature. Teachers would bring the information back to department meetings and plan implementation. Department meetings were to includ regular discussion and reflection on lessons and student work. Two teachers received AP training over the course 3 years. We did not reach the goal of 3 AP trainings for each of those teachers. There have been drastic staff changes in the past three years that leave most current teachers without formal training in the instruction of skills required for AP Language and Composition. This lack of training hinders our progress for college and career readiness through the framework of AP vertical alignment. This also produces a shortcoming in terms of using theories of argumentation as a unifying thread of reading and writing instruction across disciplines. Teacher support is needed and department meeting times during the structure of the school day are necessary to move forward.

Social Studies teacher were to attend multiple AP and relevant PDs throughout the school year . Teachers will bring the key information back to depatment meetings and plan implementation. Only one social studies teacher received AP training for AP psychology. Social Studies teachers are still unsupported in teaching argumentative reading and writing as they do not have knowledge of the skills required for AP Language and Composition. In terms of other "relevent PDs," social studies teachers have not received training in the teaching of reading skills as they pertain to the College and Career Readiness or the Common Core State Standards for the Reading of Informational Texts. Lack of support for the social studies department hinders our progress for a unifying thread of argumentative theory across disciplines and our goals college and career readiness through the framework of AP vertical alignment. Teacher support is needed.

Throughout 2015-2016, 9-12 grade Science teachers received some training in pre-AP strategies. Science department meetings included regular discussions and reflection on lessons and student work in an attempt to strengthen pre-AP alignment and course rigor. An AP training session, provided by College board, was attended by a new AP Bio science teacher. Science teachers attended multiple NGSS training sessions that focused on engaging in argument from evidence in 9–12 science classroom setting. The PD's focused on using appropriate and sufficient evidence and scientific reasoning to defend and critique claims and explanations about the natural and designed world. Science teachers also purchased personal instructional materials, for example, argument-driven inquiry in chemistry to assist in providing inquiry activities with argumentation as a focus. The department is in the process of changing its AP offering and two-thirds of the science department is new to teaching this year so they will need more support in the following months to ensure proper AP training and that pre-AP strategies are being effectively used in the classroom and vertical alignment strategies in the department are achieved.

ALCOTT LOCAL PD
On-track meetings have started the conversation of what we need to align in order for students to be successful (i.e., grading). After these conversations, we had a grade book PD on the PD day we had in February.
Seems teachers depending on rating are given support to improve their skills in the domains of the CPS Framework.

Teachers have participated in school-wide professional development sessions that teach about restorative discipline.
Fine Arts Teachers have met as a whole group, small groups, and as needed one-on-one to address concerns as they arise, about topics discussed during this P.L.

District puts on PD for components in Reach. DL department gave a short presentation with Lucas on domain 4 at PD in february. For cultural or linguistic needs, there needs to be more PD about ESL community as this population grows.

Because of vote, we do not have PD this year. As a result, knowledge from outside PDs rarely comes back to staff. PD opportunities off campus have become tougher because of budget constraints to cover subs. Last year, observation rounds. Not this year because of no common planning time and the elimination of the instructional coach position. Co-teaching coaching by instructional coach. Maybe an outside party can do more observations and coaching.

We need to provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring

support to validate continuing to work through struggles.

INSTRUCTIONAL ROUNDS / PEER TO PEER REFLECTIVE PRACTIVE
Teachers have met with "mentor" teachers to problem-solve and improve classroom management practices.
The art teacher has emailed and engaged in conversations with established teachers at Alcott to get feedback and assistance in improving her classroom environment.

Asst. Principal is consistently asking staff members to share knowledge to other staff members. This is done one-on-one or in on-track meetings. PD in February was completely teacher led. Most teachers attend at least one PD off campus a year to the best of my knowledge.

PE Department members regularly observe each other in an informal manner, providing feedback and taking good ideas from each other.

Teachers plan to observe colleagues in varying disciplines throughout the school to get a better understanding of the entire school's culture.
Teachers have not yet done the observations, but they are planned for May/June.

It doesn't appear that non-reach observations are happening. There's no opportunity for non-administrators to observe others. Hard to observe someone in your department because of similar scheduling.

We intended that teachers regularly conduct peer observations and discuss during department meetings and grade level team meetings, including sharing student work. This year a form was created for teachers to request a peer observation and specify what incite that hoped to receive from their peer. No one has used the form to plan a peer observation. It seems that teacher voice in requesting help is not yet strengthened or supported. There is a need to include more teachers in the process of planning and implementing peer observations so that the process becomes more democratic.

Math has not had the opportunity to observe each other.
Math would hope that teachers receive ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.

Shortcomings: No peer teacher evaluations to share pedagogy. No instructional rounds. Minimal support for new teachers. Co-teaching programs are very verbal. Teachers feel included in planning a gen ed curriculum. It's hard to follow the framework without common planning time. When we do, we discuss aligning skills.

NEW TEACHER TRAINING / RETAINMENT
Teachers at Alcott were extremely supportive to me during my first year at Alcott.
Many teachers reached out to offer support, visit my classroom, give feedback and/or advice on discipline issues, and congratulate me on successes. The school culture is very professional and positive.

Ms. Watts has done a great job with new teacher meetings at the beginning of the year. Brought in principal mentee to help new teachers, however, with large turnover in staff, not enough support may have been provided.

Maybe new teacher trainings to the new teachers to Alcott each year could be differentiated to address the different needs of each teacher.
As a teacher who has 10 years of experience and 5 of those in CPS, I was in a unique position as a seasoned teacher, but with very little experience with high school level. For example, the groups could be 1. New teachers 2. New to CPS 3. New to high school 4. New to this particular subject.

New teachers need to be acclimated to our main priorities: Literacy through Argumentation, Student Empowerment and Civic Efficacy, and College Going Culture.

COMMON PLANNING TIME
Math has common plan time and we meet weekly. Last year we were able to align vertically our curriculum. This year we have been addressing current issues and focused on skill based grading.

Science department has common planning time and meet biweekly. Last year the department vertically aligned concepts and skills. This year we have been addressed and focused on skill based grading.

Collaboration time is at a very small minimum because of no common planning time. Especially for DL. Most co-teachers have planning time. Not always consistently followed since it has to be after school and other commitments gets in the way. Need more common time to calibrate rubrics, align skills and targets per grade level. Teachers seem to be open to peer support, but because of the small school atmosphere, teachers are stretched and have little time for this support. Even DL co-teachers within their department.

It has been difficult for English to find common planning time outside the structure of the school day. Wednesdays are used for ILT purposes every Wednesday instead of bi-weekly. Teachers in the English department run clubs or other functions. The English department would like to collaborate on vertical and horizontal alignment together. This year, however, teachers are isolated within grade-levels so horizontal alignment is accurate, but there is no clear sense of vertical alignment of literacy skills. Horizontal alignment is not taking place between Social Studies and English in terms of literacy skills.

Guide for Professional Learning

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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

EAST:
During science time teachers can provide interventions for specific students. Intervention specialists can push-in or pull-out students that require additional supports or enrichments. Schedules provide for intervention time. Teachers feel supported and are eager to stay at Alcott based on our high way retention rate. The interview process is collaborative and the team members that will be affected by the new hire are asked to take part in the interview process. Their input is highly valued and sought after. We received an art grant that incorporates music and dance into our fine arts and music times. The Wrightwood Neighbors supports the integration of music into our curriculum. Outside organizations provided funding for the new field and playground. The music program has started an annual school play. There has been improvement in physical activity due to the new playground during both recess and gym times. The FOA supports educational goals by providing financial assistance to supplement instruction. To provide a specific example, the FOA purchased a set of 30 iPads to enhance student learning and technology within the classroom after Kindergarten requested them.

WEST:
STRUCTURE OF THE SCHOOL DAY
7 minute Homeroom seems a bit useless. Possibly extend 1st period? 2nd period? For 5 minutes? Could be used for more instructional opportunities like SEL? Or once a week?? On short day??

Block schedules have been voted down. Concerns over cluster students, not enough PD on how to properly teach a block class. Teachers concerned that students won't be able to "sit still" for that amount of time. Also concerns with attendance and tardy issues with extended class period. Teachers use instructional time with objectives or goals for daily lessons.

The math department participated along with the rest of the school in a debate about the merits of the block schedule versus a regular schedule. Block schedule proponents spoke about the benefit of being able to learn a new concept and then apply it in the same class session. Regular schedule proponents emphasized frequency of teacher-touches (every day)..

A 50 minute class period is not necessarily conducive to facilitating a college going culture, especially within the framework of AP alignment. Considering block scheduling would be an important priority for us. Perhaps, we could consider the possibility of a rotating double period format for upperclassmen: Three double period core subjects a day and two single period electives? Underclassmen could maintain 50 minute periods. Also, a lack of grade level and/or department meeting times is not conducive to student learning.

Funding teachers and planning the time (within the school day) to organize curriculum by synthesizing a variety of models (including the CPS literacy content framework) would also allow teachers to plan methods for observing and reflecting on the outcome of curricular choices through quantitative and qualitative data (Students feedback through surveys, student course scores, ACT, PARCC, and REACH results). Time and payment to organize materials is even more valuable than the materials themselves.

HIRING / PERSONNEL
Teachers are almost always involved in the hiring process!

Rigorous hiring process employed to ensure retention of the best candidate for new position.
Hiring process for second PE department member was started as early as possible. Process included 2 rounds of interviews, required candidates to explain how they would incorporate school wide goals for reading improvement, and also required the 2nd round candidates to teach a lesson.

There was a hiring team, and a process was developed. (1) Resumes were sifted through and the top candidates were identified. (2) They collaborated with one another to created a plan to address specific College Readiness gaps (3) Candidates were interviewed by students (4) Candidates who made it through the process were interviewed along with the administration. This process was too long for math; some candidates were hired before the process was even over. A combination of a short first interview, a model lesson, and an interview with administration would probably be better for our purposes.

Teachers are almost always involved in the hiring process, but there is not a clear vision and criteria agreed on by teachers and students to help facilitate the process. Departments need to decide what kind of candidates would fit the visions in our framework priorities (including experience, character, pedagogical philosophies, beliefs about teenagers, strategies for reflective practice). We could ask candidates to participate in a collaborative planning session together in response to a sample of students data on a CDW or other commonly used practice. Students on the hiring team should be able to experience a lesson from a potential teachers. Students should develop their own criteria with the guidance of Student Voice Committee facilitators.

We do not know the reason for the turnover in faculty and staff. It would be good to have 1st year teachers reflect on how they feel about their level of support. It would be good to ask veteran teachers as well. We could compare data.

Possibly clear news on job numbers. Communicate about possible positions being cut. May result in turnaround. Teachers may flee to other schools if they're scared about losing positions.

MATERIALS
Curriculum needs are used to direct materials purchase requests in fine arts
Supply orders are only for the planned projects for the courses to be offered. Many supply orders are only needed once and supplies are retained for all future similar courses.
Scholarships for field trips and buses for field trips were requested and awarded to the art department.
The art and music departments regularly do an inventory of materials in order to avoid ordering an excess of any material.
The art department received a donation from Donors Choose which included 4 digital cameras with all accessories.

Nancy has been doing a great job at getting purchases paid for and giving reimbursements! Mr. Estrada is very straightforward every year asking about our needs.

Curriculum needs are used to direct equipment purchase requests. Equipment requests are determined by the needs of the courses to be offered (for example, almost all purchase requests placed at end of SY 2014/2015 were for equipment required for Athletes course introduced SY2015/2016).

There was a school wide procedure for handling department orders of supplies. Ms. Sipic managed a google doc and directed the administration and the teachers to use it for purchasing. All purchases had to be justified in terms of department CIWP goals. This was a great plan, but there were sometimes problems in execution.

Springboard seems to be overall ineffective for our student population since it requires so much accommodation and modification. Perhaps only teacher copies can be used in the future? Springboard was an ineffective purchase overall. The current English staff were not familiar enough with the material, and only followed suit because it was a goal in our last CIWP. Paying teachers to integrate multiple curricular models with extra planning time would be exponentially more effective. We know our students better than College Board.

Springboard is good in theory, but perhaps the material is too dry and it doesn't end up getting used. Needs to be more of a system in terms of checking in and out of books and materials. Students lose these materials all too often and they are not held accountable.
Springboard is good in theory, but needs to be heavily differentiated and substituted. Just order teacher copies and adapt from that. Spend more money on technology, copiers and paper.

Students are given agendas at the beginning of the year. Are these necessary??? Buy if they want it? OR Common use of bathroom passes-use agenda to write bathroom passes so teachers can see frequency of bathroom passes. Can't lose agenda AND they use it!!

Folders bought for kids, color-coded. EVERYONE used the same color folders. Organization is very bad. Streamlined. Self-maintenance skills.

To streamline purchasing, take inventory of supplies quarterly, determine which materials are running low and keep an ongoing list in a google doc or sheet. Make sure to ordered listed quarterly items for the next year before the end of the current year.

COURSE OFFERINGS
Course offerings for fine arts are evaluated and updated on a yearly basis to generate the best possible curriculum options for our student body. Teachers reflect and review feedback from all parties before creating course offerings for the following year. Course offerings are aligned to teacher strengths and certifications.
Course offerings reflect the strengths of each teacher. The art teacher has previously taught media arts, computer science, and digital photography, so offering media arts and developing the curriculum. The art teacher has a background in ceramics, so she is working on developing ceramics courses for the future.

PE Course offerings are evaluated on a yearly basis to generate the best possible curriculum options for our student body. Collaboration with department members to review available PE courses as set by CPS before confirming course offerings for the following year.

Course offerings are aligned to teacher strengths and certifications. Relevant only to freshmen and sophomores where Drivers Ed is incorporated into PE II. Staffing for elective courses is, to a certain extent, determined by experience teaching a particular course. However, any department member could lead any of the courses offered, so some alignment can be left to what best fits the schedule.

All science subjects are taught by teacher with the strongest background in that specific content/subject area. Sections of the same subject are all taught by the same teacher, i.e. all bio sections are taught by the same teacher thus streamlining the flow/scope & sequence of information/material

Special education co-teacher is made available for classes that contain students in need of support in science classrooms. Co-teacher remains in classroom DL students to model note taking, questioning, organization, and overall learning skills. She is also available for one on one help for students along with help with disciplinary needs.
Co teacher makes effort to help in the creation of lesson plans as well as the scope and sequence of material/subject to ensure that appropriate modifications are made for all types of learners.

Teachers are polled regarding teaching preferences in the spring. The skills of teachers and the needs of students are both taken into account when classes are offered and assigned to teachers. Student enrollment in classes is the main determinant of what classes are offered.

Teachers have preference sheets, but don't always end up with what they want. With DL, administration is open to moving us around to what we feel comfortable with.

Teachers outside of the DL department may still be using paras as classroom aides, using them for copies and errands, not working with their assigned students. Teachers viewing DL teachers as the classroom disciplinarian or behavior manager, or make-up work manager. Problems with gen ed teachers not knowing DL students' grades. Never logging into co-teachers' gradebooks. Accesing IEPs. Gen ed reports, complaining students haven't been accommodated with correct supports.

COMMUNITY PARTNERS AND RESOURCES
The math/science department won $10,000 through Code.org. We have also applied the MSU Wi-Pro STEM professional development grant.

Teachers engage the community.
Music teacher offers opportunities to students to audition at local theaters.
Art teacher has contacted animation studios and arts universities in Chicago to invite as guest speakers. Guest speakers from Tribeca University and Illinois Art Institutes have come to speak with students. Local professionals in art careers are planned to visit to share experiences with students.

Mikva, New Life Church, Alderman, Lathrop Homes, Frances Parker, though this was not successful.

The English department has partnered with Mikva Challenge, Timeline Theater, Black Youth Project, Louder Than A Bomb, The Democracy School Network, MHA Labs, The CPS Office of Health and Wellness, The CPS office of Safety and Security, The Chicago Police Department, The CPS office of Service Learning, The Student Voice Committee Network, The Chicago Teachers Union, The University of Illinois at Chicago, DePaul University, Loyola University, etc.
There may be a need to expand some of these partners or network partners across disciplines.

Dolan has done great job of bringing in community partners. DL, tried doing community outreach, but it was canceled because budget cuts. TJ MAXX told our students to stop coming because of uncomfortableness with students with severe disabilities.

the math department has applied each year for an intervention specialist. Last year, Mr. Menez managed the scholar center. This year we are having great success with Mr. Perkins who has committed to coming after school to help students every day. Because math is such a great stressor for so many students; because later topics depend so much on mastering earlier ones, it is essential that the hiring of an intervention specialist for math be a priority every year.

Staff needs professional development in grant writing. Social Studies and English teachers apply for numerous McCormick Foundation grants every year, but these grants align with our vision for democracy and not necessarily the development of curriculum.

There is question about the effectiveness of using funds to support Dual-credit options in English. While it might be beneficial to some departments, the skills and structure of dual-credit contradict AP alignment in terms of literacy.

Possible direction for PE for engaging the community - contact local Police Department and identify the officers that regularly work our area, and invite them in to connect with students during PE classes.

Build science programs (such as a school garden) that can not only be utilized by the school but also within the community to helps build better relations on both ends.
Plan school-wide science events that bring both students as well as their parents to the school, building on better teacher-parent and overall school communications.

Need to monitor the impact of partner organizations' activity.
Utilize the Farm to School Program to help in the efforts build school garden

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

Expectations for depth & breadth of Student Learning

Curriculum:

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.

Score

1 2 **3** 4

EAST:
Consistent reading and math curriculum across grades k-5 (Math i)n Focus/ReadyGen) and 6-8 (Connected Mathematics/Pearson
Science NGSS aligned K-8
IQWST Science Curriculum 6-8, FOSS K-4
Science STEM fair
Science meets monthly to align curriculum and backwards design
Social Studies and Literacy collaborate to ensure all LA ccss are being taught
Science and Math collaborate to ensure all Math ccss are being taught
Second Step curriculum taught schoo-lwide
Diverse learners are supported through the ALL learning reading program

WEST:
HORIZONTAL AND VERTICAL ALIGNMENT OF SKILLS
We follow the regular framework, graduation criteria that CPS requires. We also offer other options to satisfy graduation requirements. For SPED we offer resource for all grade levels now to support on-track and help with graduation. We should continue to offer life skills, occ prep to students/career electives for students/post-secondary.

Skills in math are evenly split up and aligned for each course over the four years to ensure students cover all skills. In English, this needs to be addressed. Because of issues with Springboard only in lower grades, skills with scope, sequence and alignment have been thrown off.

Vocabulary overlap, skill sets overlap, reinforcement in other subjects. Cross curricular projects are beneficial for DL and ELL students. School-wide or cross curricular. Multiple authorities holding them accountable. Ex. Soapbox

Adhering to common core math standards. Selecting materials in accordance with the suggested task complexity. Make sure performance tasks supplied from the network are used (adapted when necessary) when they fit the needs of our students.
Formal proofs moved out of geometry, stress is instead on informal argumentation and justification; statistics/probability unit, algebra (quadratics and straight lines) are now included.
Backward mapping from ACT standards to identify the most important standards for each year/course. Implementation of skills-based grading.
Regularly include performance tasks in units in regular courses. Do school-wide problem(s) of the month.
Skill based instruction. Use of blended instruction with IXL and Cognitive Tutor allows students to show mastery at their own pace.
Class activities tiered by skill level
AP classes use AP materials and follow AP curriculum. Goal is to add AP Calculus

PE courses based on frameworks provided by CPS on the Knowledge Center.
Elective courses determined by expertise of teachers and analysis of what best suits our student population.

Rigorous curriculum with the majority of elective courses at Honors level.

Freshman and sophomore units usually mirror each other: freshman content focuses more on skill improvement, consolidation of rules knowledge and the structure of play; sophomore units build on the skills learned to develop and implement tactics and strategies.

Overall unit objectives are used to frame individual lesson content. Unit progress is determined by achievement of specified skill standards, where skill standards are assessed regularly to monitor said achievement.

Assessment results are used to identify areas of need and direct planning so that units of work, particularly the fitness unit, incorporate a lot of classroom instruction in addition to the physical aspects. These classroom based lessons integrate math and science test taking practice skills.

The science department developed some formative and summative assessments tagged to CRS/NGSS standards and evidence statements to regularly monitor student progress with the assistance of datalink technology. Teachers also attempted to use AP exam style questions and rubrics to prepare students to successfully answer free-response questions. The department planning was interrupted by multiple staff changes and late staffing during the planning process, because of this the department fell below its goal and has room to grow.

All English and S.S. classes would cover skills with the same structure OR we will divide up the skills amongst the English Department and Social Studies Department.

- In order to align units of instruction with the English Department across all grade levels, upcoming units for sy 2016-17 will be guided by the following common core skills: Reading information skills / Writing.
- The Social Studies Department would benefit from a Professional Development in teaching reading skills as this what not the focus of our training.
- Aligning skills across content will allow the Social Studies department to better build capacity in our students to more successfully read and write. As of now, student are having to relearn specific skills, taught in different ways, throughout high school.

Throughout the year, U.S. History has been taught chronologically. There has been discussion of moving towards a thematic curriculum or a reverse-chronological order.

This year we attempted to build a curriculum from scratch without the assistance of a text or reader. This created pacing issues. For example, some Units would drag while others would move too quick. Due to the time spent time creating curriculum and instructional materials, assessments suffered or were minimized.

It would be extremely helpful to the Social Studies department if there was a dedicated reader, workbook, or text selected before the beginning of the year.

Besides a tracking of when various elements of argumentation should be discovered, practiced, refined, and mastered. Official alignment in the English department is minimal. English plans to use the Literacy Content Framework to organize when Common Core Standards should be taught. English wants to develop a map that breaks up Common Core Standards into daily objective statements and organizes them in a calendar with links to common practices in instruction, assessment, and evaluation. We do not have a decided method of tracking text complexity or complexity of task except anecdotally.

We have no formal method of formative assessment in English, so we have no method of tracking data as a department or grade-level. Units are paced by Springboard. Springboards pacing is too fast for our population because it doesn't teach nuanced thought processes that our student need broken down for them.

WL teachers will create and align their scope and sequence for each level for the school year.
Teachers will align lessons with the ACTFL World-Readiness Standards for Learning Languages: Communication, Cultures, Connections, Comparisons, Communities
As well as the ISBE Standards of: Communication, Culture and Geography, Connections and Application

BIG IDEAS / ESSENTAIL QUESTIONS / CROSS-CURRICULAR
Cross curricular learning: civic participation, engineering, direct participation outside of school. Engage core subjects outside of school and to other

All units are full of essential questions and main skills. I.E., math with identified skills, assignments build on those skills, scaffolding to big skill at end. For some special ed classes, there are several large ideas such as conflict or theme and all tasks eventually circle back to those skills.

Having a shared space (classroom) between the english and social studies department has been extremely beneficially to collaboration between the departments. Being able to consistently observe one another has allowed for constructive conversations about teaching and learning, and aligning curriculum. At times throughout the year the alignment of the Junior curriculum (Civics and English 3) has allowed students to have a multi-dimensional learning experience that would not be possible without this shared space.

Big ideas are addressed in all departments but they are not part of an overall experience across grade-levels. Skills are also not aligned in any organized fashion. Perhaps there is an integration opportunity for SEL and REAL WORLD and BIG IDEAS at the grade-level?

Big ideas in English have often occured in collaboration with Civics, but these collaborations were by happenstance. It would behoove us to formalize these cross-curricular collaborations.

The English department and the Social Studies department would benefit from a co-planned, thematic year-long or semester-long

plan of unit(s).

SOCIAL EMOTIONAL AND REAL WORLD
Increasing student buy-in in math: student presentations, student-centered projects, seizing opportunities for student creativity and input.
Real-world applications regularly included

Social-emotional learning, particularly the ability to work as part of a team, and to accept both success and failure, is a major undercurrent of the entire curriculum. The State Standards for Physical Development and Health, upon which our assessment is based, includes categories such as Individual Responsibility (S.S. 21A), Cooperative Skills (S.S. 21B) and employing effective Conflict Resolution strategies (S.S. 24A & B).

Yes! Real world math applications, cluster kids doing real world reading labels, money, shopping, health care. Senior seminar/consumer ed. Perhaps more in the underclassmen classes.

Implementing restorative justice in the classroom and following the levels in the classrooms. Not built into the curriculum. Not part of regular practice. Teachers could do a better job of engaging students in social emotional themes and skills during units and in class instruction, not just in social science and English.

Dolan is attempting to integrate 21st century skill cards into the structure of the classroom. These skill cards could prove useful as a school-wide tool for communication between teacher/student, teacher/parent, and parent/student. Perhaps the concepts behind these skill cards could be integrated with our restorative conversation model. We could create preventative conversations with the common language in the cards so that our conversations are not always reactionary.

English has provided many real world experiences in conjunction with curricular decisions: Project Soapbox, Collaboration with the News Literacy Project that brought in a panel of experts (students had to ask questions according to the standards of a journalist in an interview), Timeline theater provided a unique view into the workings of the theater world and an opportunity for students to speak with real actors and directors in the classroom. More effort could be done to bring a service learning component into the "big ideas" of a unit.

WL will offer field trips, international trips, and language immersion camp trips to promote real-world use of world languages.
We will correspond with our Paris correspondence school to create cultural connections and understanding. We will try to find a correspondence school in a Spanish-speaking country.
Next year, WL teachers will work toward using an Integrated Performance (IPA) for each unit to assess Interpretive, Interpersonal and Presentational skills of each student.

TEXT / TASK COMPLEXITY AND ACCESSIBILITY
In all levels of World Language, students will read and analyze authentic resources, including authentic novels in levels 3 and 4.

All content areas use text that is grade appropriate with complex levels, per their levels and abilities indicated in their IEPs. All areas include informational text. IE, math doing real world measurements, cluster kids doing real world reading along with literature, self contained students reading theme-related informational texts.
Diverse Learners are mostly supported in content areas. There are a few areas for improvement but due to budget, are not covered. ELL program needs to be expanded into general education classroom. No support for ELL students in other content areas except English.

Teachers do this individually, but not formally, and not as a part of a collaborative plan across grade-levels. We need to develop the use of a text complexity rubric and learn how to use it to align our courses.

The very nature of organization in PE lessons helps diverse learners - differentiation is built into just about every activity, while most activities are in small group settings with a lot of visual teaching.

DIFFERENTIATION AND CLASS BANDING
This is an area for improvement. All students are coded as Honors. No regular classes, except for self-contained special ed classes.

Differentiation in U.S. History was lacking. There is a need to offer an A.P. U.S. History course for high-achieving learners. This would help alleviate the large disparity in reading levels within Regular U.S. History.

There is no quantitative or qualitative data analysis for placing students in regular or A.P. courses within the Social Studies Department. 9th/10th take U.S. History. 11th takes Civics. 12th takes A.P. Psych.

English wonders how banding efforts could help us differentiate vertically and horizontally as we align. In such a small school, is an integrated model more effective?

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=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTIxYTgz), 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

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

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

EAST:
Implementation of ReadyGen for literacy curriculum and Singapore for math curriculum. These both provide interventions and extensions as well as supports for English language learners. The literacy strategies can be adapted into the social studies curriculum. The mCLASS scores for grades K-2 and the NWEA and PARCC scores for grades 3-8 prove the effectiveness of these new curricula. Our SQRP score for growth and attainment was in the 99th percentile. Numerous classrooms have been equipped with Smartboards and every classroom has an Elmo and projector. We have four iPad carts and numerous laptop carts to enhance student research skills and support our curricula. We ensure that the special ed teacher schedules are aligned to support diverse learners. Lesson plans and unit plans are required by administration. Supplemental resources are used to improve foundational literacy skills in the early grades. Leveled texts and decodables are emphasized to scaffold instruction to meet all academic needs. Teachers are encouraged to meet as grade levels to discuss curriculum decisions. Administration also provides time for departmental teachers to meet and align subject area goals.

WEST:
TECHNOLOGY
Technology is used in math to deliver the right level material, the right amount for individual students.

Blended instruction with IXL and Cognitive Tutor

Common Core aligned materials are used with technology to support it

The computer lab is utilized during classroom lessons. Google-Classroom provides many opportunities for media, and interactive technology.

Curriculum has been adjusted to utilize iPads for video analysis and other opportunities to integrate technology into PE. Computer lab is utilized for health and driver's ed. Classroom sessions (1st Quarter)
iPads used to provide less skilled movers opportunity for PE success

More calculators have been purchased, but students at the geometry level need the opportunity to rent calculators. Materials in other languages would be beneficial. Bring your own device or devices dedicated to math would be game-changing.

English has its own chrome cart which has been extremely helpful this school year. English is trying to sanction a handful of chromebooks for DL use, but with only 25 books we cannot meet some classroom needs. There are 6 ipads still not set up for use. The 6 ipads have keyboards. Limit the purchasing of books (novels) for technology for a time?

Sped department needs our own technology. We need our own set of chromebooks, iPads, and other technological needs. If possible also our own room. All self contained classes should be in one room.
No, departments have their own technology and space in most cases, but sped and esl must share with other departments. It's tough to find places to pull kids out to test or reteach. Also, when we need technology we must borrow from other places. OUr materials are scattered everywhere because we're all traveling teachers. Needs to be a self-contained base classroom where teachers and students are able to access their own work, teacher, curriculum, etc.

Science has not obtained a dedicated set of computers for each classroom to use technology on a regular basis. The department received multiple grants to implement computation modeling in the classroom and create new programs (PLTW engineering) offered to students and support student learning and career readiness. A goal of a dedicated set of computers per class was not obtained.

CENTRAL TEXTS / COURSE GUIDES
Math curriculum was examined and units were changed/adapted per department needs.

WL teachers will use the textbooks T'es Branché and Aventura.
WL teachers will incorporate current events and authentic resources (songs, movie clips, articles, novels).

PE curriculum uses both textbooks and internet based resources.
Health Textbooks, and all online resources are available to students via Google-Classroom "announcement" links

This year, Social Studies attempted to build a curriculum from scratch without the assistance of a text or reader. This created pacing issues. For example, some Units would drag while others would move too quick. Due to the time spent time creating curriculum and instructional materials, assessments suffered or were minimized. It would be extremely helpful to the Social Studies department if there was a dedicated reader, workbook, or text selected before the beginning of the year. There was a struggle to deliver material in a variety of formats. The problem is related directly to not having a dedicated curriculum or reader. Often times, U.S. History completed a variety of readings but in the same format.

ORGANIZERS / ACCOMMODATED MATERIALS / MANIPULATIVES
Giving students choices of instructional materials: you pick the appropriate manipulative for you..
Plans are provided for PE students who cannot participate in the day's lesson due to injury, inability, etc.

Teachers usually make the materials needed (mostly consumables), that can be time consuming and costly on their part. Principal is usually supportive about things we need and checks in regularly for material needs.

For special ed teachers, creating materials is not a convenience we are afforded all the time because everyone and everything is so scattered. For modified materials, just in time supports are provided by teachers to accommodate DL students. Cheat sheets are made ahead of time in math so students know how to use the material while they're learning the skill. English has embedded questions to increase comprehension while reading or footnotes. Materials in SPED also follow what general education classes are using, but texts may vary so it's appropriate for levels.

No formal method of access to curriculum for ELL learners in many disciplines. Despite the organized efforts of Mr. Keating. Staff needs material and training for materials for ELL population.

STUDENT CHOICE AND VARIETY IN CURRICULUM
Student choice of content is not widespread. However, some teachers are trying to have students vote on units or topics of units while they address skills.

Students interested in WL enrichment will be able to use Alcott's online language resources such as Rosetta Stone and Middlebury Interactive.
WL Students can also check out books and movies from teachers' classroom libraries.

Science teachers utilized multiple pathways to deliver instruction. The department provided Project Based learning, hands-on laboratory experiments and computational modeling (Gizmo and PHET) involving science and mathematical concepts to engaged students.

Guide for Instructional Materials

Instructional materials (including technology) are…..

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ 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:

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

Score

1 2 **3** 4

EAST:
Classroom teachers collaborate with special ed teachers. All grade level teachers display student work in the hallways for other students and teachers to observe. We vertically align expectations for student learning. Analysis of end of year student assessment data between current and future teacher.

WEST:
ALL STUDENTS CAN LEARN / HIGH EXPECTATIONS

All teachers have high expectations. Teachers are not just providing worksheets. Lessons are being scaffolded, are of high interest, bigger skills to master. Not individual. Kids may not even realize how much they're doing! Teachers are open with students about the importance of daily attendance.

The English department has high expectations and a belief that all students can learn as evidence by the driving force of rhetorical theory behind our curricular decisions. AP Language and Composition offers is an intellectually challenging array of skills from which we frame all our English courses. It is expected that students will engage various college level and age appropriate texts through tasks that require critical thought and creative intelligence.

While all English teachers communicate expectations of attendance it is not formally present in the way units and class lessons are designed. There was an official push this year to plan highly engaging and provoking lessons during week 25 of instruction as there is a historical dip in attendance. It is not clear whether or not the push was effective.

TASK AND TEXT COMPLEXITY
We do a good job of modifying towards each individual student's needs.
Across English, teachers require evidence of thought. Students must identify quotes and make inferences based off that task. Skills are scaffolded. Each year the skills build onto each other. Same skill evolves and builds.

Authentic audiences: Soapbox, LTAB, Poetry Slam, Best Buddies Assembly, mock primary
No common prep to calibrate student work--department time. Sped department time, or grade level

English department would like time allotted within every week of for planning and course development. This includes integrating the gradual release model into all sequences of instruction and assessment. This model would help in the transition to a standards based grading model or other uniform model of evaluating student growth and learning.

Tasks in English draw upon multiple skills that build on one and other. Common structures are used across every grade-level to organize ideas for complex writing tasks and organize observations, analysis, and inferences while reading complex texts. Writing requires students to respond to texts rooted in authentic, contextualized rhetorical situations rather than respond to isolated prompts. We need to adopt the use of a text complexity rubric and professional development on Depth of Knowledge concepts to help align text and task complexity.

Argumentation is considered in every discipline across the school, but we do not currently use unified methods of measuring text and task complexity in dealings with informational text.

Academic language is built by every teacher in English, but again not formally aligned across grade-levels.
We do not have a habit of observing student work together as a staff in order to align our notions of quality and are methods of instruction.

Assessments in Social Studies are consistently aligned to standards-based learning objectives. However, creating standards based grading is something that I would like to use to evaluate these student assessments. For the the campaign simulation, assessments were more aligned with the standards/rubrics reflecting the standards, and it was much more effective in providing students with accurate feedback and improvement goals going forward.

REAL-WORLD AUDIENCES AND REAL-STAKES WRITING
The science department implemented at least one project-based learning of real world problems in the science classroom to motivate students. Teachers provided open-ended problems and gave students professional responsibilities within the classroom. The department fell short of providing PBL in every classroom.

English provides students opportunities to produce texts for real world audiences during Project Soapbox, Letter writing campaigns, news writing campaigns, a protest formats like petitions, appeals, and declarations. We need to reach out to more authentic audiences outside the school by aligning with community partners.

Student work is used to showcase nuanced strategies of thought to other students in English. We need to start using this strategy as a method for building commonly constructed notions of quality that build student-generated rubrics.

Social studies 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.
Project based learning is a key strategy in allowing all students to have a meaningful learning experience. Students are grouped or assigned certain tasks relating to their learning strengths and abilities.
Students have consistently been challenged to incorporate their own lived experiences into the learning process. This allows for a more authentic and engaging learning experience. Examples: Student creation of policy, documenting their power and their communities power, presidential election campaign simulation.

Civics students have consistently been provide opportunities for students to create authentic work for real audiences within the school. However, providing opportunities to engage with audiences outside of school (in the community). Students will have these opportunities in the near future: at the civics fair, and hopefully, in the end of the year action project.

The first assessment of the year in U.S. History included an opportunity to write a letter to Mr. Estrada, our alderman, and the mayor. However, the assessment lacked a culturally relevant connection to the issue for many of our students. As a result, students have not been presented with opportunities to work for real audiences. This has been a shortcoming of the U.S. History curriculum of the 2015-2016 SY.
U.S. History must strive to work with upperclassmen and become more project-based learning opportunities. Community history projects would be one specific example of beginning to reach this goal.

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:

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

Score

1 2 3 **4**

EAST:
Monitor ELL students consistently to determine if more supports are needed.
Case manager monitors progress toward meeting promotion criteria for student in grades 3, 6, and 8 to ensure they stay on track.
Ss are given mutliple opportunties to engage in a variety of after-school clubs to discover personal talent and skills: drama, stage crew, lighting and sound, choir, dance, martial arts, sports, after-school sports, music acquistion, arts classes, foreign language, debate, robotics, and academic enrichment and remediation.
Yearly career fair.
Naviance Career Development computer program for students exposes students a range of career paths and educational requirements and job responsibilities of various careers.
Parents and teachers share and promote a common mindset about college as a future goal as 95% of our parents have a Bachelor's Degree and 60%+ of our parent population have a Masters or above.
Teachers also value continued education and either have or seek a Master Degree.

WEST:
FRESHMEN ON TRACK / AND OTHER TRANSITIONAL INTERVENTIONS
Freshmen connection, resource with grade level and consistent teacher help manage freshman transition into high school. Also, Shadow days, tours, seniors mentor freshmen (#flawless), finals boot camp for freshmen put on by Juniors and Seniors. Freshmen connection, open house. Need high school survival class.
However, Homerooms keep changing and can create inconsistencies because of staff turnover. Needs to be a course that teaches life skills/study skills similar to One Goal and senior seminar. Needed for underclassmen (how to survive high school).

Math interventionist, working with catching kids up. Case manager is wonderful about making sure IEP is up to date when a student transfers in and they're in the right setting. If kids need changes mid-year, IEP meetings are called to make the changes.

Transitions from class to class and grade to grade are not successfully managed for DL at this point. Everyone was let go at the offices downtown. Any transition planning or placing is based off of us in our building. Only for cases of cluster. This is no DRS support.

SUMMER
Summer: Cluster students can attend ESY. Teachers have also offered summer courses for rising classes to have head start on courses.

POST-SECONDARY AWARENESS
Two college trips planned per grade level--matched to students' abilities. Cluster kids went to job placements. They do regular community work. Friday homeroom check in with transcripts, college matches. Senior parent night. Junior parent night. Hanna has parents sign up so she can be in constant communication.

The science department consistently brings in professionals to discuss their professional career.

POST-SECONDARY READINESS
AP classes, some Freshmen in geometry, some sophomores in trig. Working on dual enrollment. Friday homeroom check ins. Underclassmen classes for college readiness, study skills, etc. Need to do more transition work earlier on. Interest inventories, college courses

Science teachers have integrated professional themes and career development opportunities in the science curriculum. The department added an AP science course offering (Environmental Science) and is growing the engineering program. The engineering program includes career certification and college credit option.

The World Language Department will encourage students to stay with one language for all four years of high school. Many universities require four semesters of a world language as part of their graduation requirements, so our students will be able to place into a 3rd or 4th semester French class in college.This will allow students to be more prepared for college and to study their world language of choice more in-depth.

POST-SECONDARY SUCCESS
Parent nights, Naviance communication (parents must sign up for that). FAFSA support, senior seminar. Again, underclassmen need this course.

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:

Score

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

1   2   **3**   4

EAST:
ILT develops a thematic focus to drive PD throughout the year. 14-15 school year's focus was on improving questioning techniques and increasing vocabulary instruction.
New ReadyGen and Pearson curriculum exposes students to text complexity at their skill set
MARS Tasks
Enduring Understandings with ReadyGen
Constant informal assessments to ensure mastery which drives instruction

WEST:
FRONT LOADING AND ENGAGEMENT
We as a staff are reflective in our teaching and we make sure we frontload vocab and tools we need before jumping into a text or

a skill. Slang words unit in The Outsiders. Extra vocabulary examples when teaching new concepts. I believe we are flexible when a lesson is not working, to readjust our lesson to make it more approachable. More meeting time/common planning time to calibrate our grading and see the progress of other teachers' students to align our teaching. Grading sample papers to get sample grades to calibrate our grading.

We excel in modeling expectations before assignments are given. Giving variety of texts. Not just literary, also informative texts that apply to real world. Students who are identified as struggling, the teacher can provide extra examples, sentence stems, and are offered opportunities for office hours and other tutoring chances.

Vocabulary development is always taught and emphasized during units. Selected vocabulary relates to the real world and can connect to different disciplines.

Anticipation guides, theme, culturally relevant, age relevant texts. Real world examples in math (when am i ever going to need this???), applying it in real life.

Learning is scaffolded, often starting on recalling/measuring prerequisite knowledge and building on that. Using academic vocabulary and requiring students to do it too - also working with ESL teacher to incorporate content vocabulary in his instruction as well

In PE, Simple but clear objectives are identified and displayed for each lesson, followed by an agenda outlining how those objectives will be achieved. Tasks are broken down into small sequences of key steps or actions. Analysis of performance is integrated into lesson content, with students encouraged to both provide constructive feedback to others, and accept feedback from others in return. Activity specific vocabulary is built into objectives, agenda and instruction.
By the very nature of PE, most activities are differentiated either by task, equipment or outcome.
Instruction includes verbal, written and visual modes of delivery.
Complex tasks are broken down and taught in smaller chunks.

U.S. History content is culturally relevant to students. The understanding that certain historical narratives exist to benefit dominant and nondominant groups is a central focus of the class. Additionally, the concept of power, democratic participation, and how these two concepts interact with each other throughout history are central to the class.
Students read textual complex primary documents. While reading these documents, students encounter appropriate yet challenging vocabulary/ language. Students have been taught skills to derive meaning from context clues. Students have practiced interacting with complex texts by asking the text questions, pulling out important concepts, and understanding main ideas.

English plans a robust range of pedagogical strategies that are suitable to skills and tasks and anticipated student misconceptions. Teacher begin their units with enticing, provocatives conversation starting techniques rooted in an essential question or concept. Teachers expertly anticipate students' misconceptions of these "big ideas" based on a deep understanding of students' lived realities. Teachers introduce, facilitate practice, assess, and evaluate students through a variety of formats that elicit individual thought, collaborative problem-solving, and peer to peer revision and reflection. Proliferating some of those methods and making sure that they are used consistently across the board is an important goal for English moving forward.

English has made great strides in communicating with students through standard-based grading system that is simple and clear for students. It is unclear how well we collectively contextualize skills and tasks in a meaningful way for students. English hopes to strike a balance between standards and the lived reality of students by making this balance an explicit feature of our unit design template. Vocabulary acquisition and development is not clearly implemented as a department wide goal.

VARIETY OF METHODS
We as teachers are getting better at explaining the skills and "why" it's important to know and be able to do the skill. Instead of saying "We're writing this paper", some students may be able to say "We're connecting theme to word choice". This is only if the objective for the day is explicitly taught. Student misunderstandings are usually addressed, sometimes to a fault (reteaching may become redundant).

There is a lot of student led activities where students are teaching students. Could use a little more follow through on assigning student leaders who may be more advanced academic and socially.

Math worked to incorporate a variety of instructional strategies - group work, homogenous/heterogenous groupings, pull out with an interventionist, blended learning, etc.
Increased focus on literacy and argumentation in the content area. Incorporating opportunities for students to respond to each other, formulate arguments, and critique others' reasoning. Working to make connections to everyday life when relevant.
Use a mixture of recall, application, and extension questions to further develop understanding. Working on creating more opportunities for students to cite textual evidence when making an argument, outside of analyzing work for errors.

In PE, IEPs are reviewed and, even if not specifically related to PE the IEP requirements, modifications and accommodations are implemented wherever relevant. Any issues related to IEPs are addressed with the student's case manager.

Varied means of instruction is something I (Beck) have struggled with often in Social Studies. I have questioned the value of reading too much and being too focused on independent work. I would like to see students learn from one another more often. I'd also like students to take more ownership of each other's progress in assessments and day-to-day learning. Often times, it felt as though I'd "tried everything" and was going back to a delivery of instruction I'd previously used. For example, the use of a "stand and declare" discussion was far, far overused.

DISCOURSE LEADING to a DEEP UNDERSTANDINGS

Socratic seminars. Students usually write their own questions. They always write their own responses. Teachers are usually the observers and students lead the conversation. When a discussion is based around a text, students must always cite textual evidence. In the cluster program, teacher is working with students on how to properly communicate verbally and written in a group work setting. Prompting to answer with lower level questioning for cluster students. Journal writing, brainstorm as a class, sentence stems. Choose from brain storm options to finish sentence for cluster students.

Questioning in PE ranges from simple recall of key actions during end of lesson plenary sessions, to detailed tasks requiring application of previously learned knowledge and supporting evidence. Students are directed to use each other as resources before resorting to using the internet or asking a teacher for help. Students have ample opportunity to provide each other with constructive feedback.

Discussion and questioning is a significant portion of the U.S. History class. Socratic seminars, creating discussion-rich questions, and facilitating whole-class discussions.

English excels at facilitating discussion through socratic seminar, debate, peer-to-peer, small group, fishbowl, and other discussion methods as seen in student feedback through exit tickets and other quick check-ins. It is unclear how well we bridge the knowledge gained through discussions into other expressions of learning (i.e. writing, revising, drawing inferences in a related text).

FORMAL AND INFORMAL ASSESSMENTS INFORMING INSTRUCTION
Some simple assessments such as "thumbs up, thumbs down" are used on regular basis. More formal such as diagnostic tests or plot mapping with graphic organizers are also given. Helps with comprehension and the writing process. When a skill has been identified as not mastered, it is retaught. Need more time for reteaching, but we are bogged down with standards to meet and we want to keep the kids' attention. Also testing can get in the way of our pedagogical styles.

Check in with students intermittently, especially for tasks that require several steps. DL teachers excel at creating checklists. Need more time with caseloads to assess other needs. We have no RtI model for progress monitoring. DL students are assessed yearly.

Math is creating and using a tiered assessment system so that students have an opportunity to show mastery in a variety of ways and have multiple attempts. Analyze current skill-based data collection system to determine topics for reteaching during warm-ups, office hours, and skill development days
Use skill-based data to identify opportunities for re-teaching. Use the data to identify students who need individualized instruction from the interventionist

PE formative assessment is a constant, ongoing process during PE lessons:
During physical activity lessons, students are under constant observation with individual feedback provided verbally on a regular basis.
During classroom based activities, particularly assignments delivered through Google Classroom, student work is constantly reviewed and individual feedback provided in both verbal and written form.

PE assessment results are used to identify deficiencies in understanding and adjust lesson content accordingly, often on the spot in the middle of a lesson.

Students are provided opportunities to demonstrate understanding and achieve success in a variety of ways:
Performance during practice drill activities.
Implementing skills and strategies during competitive game situations.
Answering questions about personal and/or peer performance, and providing feedback based on observations.
Completing computer- or worksheet-based assignments designed to develop content knowledge.
Bellringers and Skill Standards tests

In U.S History, A major success of U.S. History was developing the skill of making a claim, supporting it with relevant evidence and explaining how the evidence proves the claim. The class has focused on this skill throughout the year and has seen significant gains in student understanding of this process.

English teachers use assessments that provide a variety of avenues through which to demonstrate learning, but, for the most part they are not universal or common among the department.
English teachers do intervene and accommodate their instruction for individual needs as evidenced by student growth and achievement in course grades from progress reports to final semester grades. It would be helpful if we had a formal plan for intervention in accordance with an English specific RTI model responding to universal formative assessments.

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

EAST
MTSS Tier Interventions in place for every grade level.
Referrals for SPED as needed and appropriate to provide support for students to succeed.
Differentiated instruction is stressed in each grade level and teachers implement remedial and enrichment activities for students based on data analysis and classroom observations.
Staff monitors academics consistently in terms of why students have low grades.
Teachers and team members have common preps at least 3 times a week to meet and collaborate.
Related service providers, when in the building, provide most of their services in the classroom working directly with students.
Psychologist and social worker helped review the Second Step SEL program in grades PreK-8.
Only one student on the PLP and that student exited the program due to the implementations in place.
Summer homework packets sent home to families.

WEST:
PERSONAL LEARNING PLANS AND CLASSROOM INTERVENTIONS (Tier 1)
Classrooms are not student-centered, focusing on individual goals with autonomy. However, Most students have the chance to retake tests, show mastery of skills or rewrite essays several times to show mastery.

Dolan has experimented with standard-based grading this semester after Jade's gradebook presentation. He has attempted breaking standards down into daily objectives and using those objectives on all rubrics. While pacing has become quite slow, and there have been opportunities for reflection, this process has reframed assessment, evaluation, and instruction for him. Dolan

would like to integrate skill groupings as part of a consistent classroom practice. He uses group now, and often groups according to skill for specific activities and units. However, many of these decisions have previously been made anecdotally and are not necessarily a part of daily classroom practice. Skills-based grading has opened up a paradigm for a student-centered classroom environment.

Check in with students intermittently, especially for tasks that require several steps. DL teachers excel at creating checklists. Need more time with caseloads to assess other needs. We have no RtI model for progress monitoring. DL students are assessed yearly.

All PE lessons inherently are differentiated for all levels of ability. Assessments are individualized, and re-takes are allowed. Data collection, and analysis are a major part of the fitness unit.

Goal setting in PE is a major focus at the freshmen level. This allows for personalization based on each students needs. Exercises in the fitness unit are adjusted to provide for all levels of ability. Skill practice/drills are modified based on individual student need.

Parent contact is done by the DL team during IEP meetings, but not sure about school wide efforts to reach out to parents about interventions/supports, unless it is a truancy problem.

In the attempt to create a skill sequence in English classrooms, some autonomy has been lost to students. Projects are often "one size fits all" in terms of avenues for demonstrating master. However, content of assignments is most often left to student choice.

ON-TRACK INTERVENTION AND OFF-TRACK PREVENTION (Tier 2 & 3)
During on track meetings, we can meet with students to establish goals for the next two weeks to bring up grades, improve attendance and behavior. Students review their grades and transcripts every five weeks to make sure they stay on track to graduate. Encouraged to set long and short term goals to correlate behavior, grades and attendance. DL teachers need more time to meet with caseload to double check on track and attendance. DL team needs common planning time to discuss students and IEPs.

Math uses skill-based grading to identify students who are struggling and provide opportunities for intervention. Use data to determine class-wide gaps in learning for re-teaching. Using skill-based grading allows students to articulate their own strengths and deficiencies. It gives them the structure to know exactly which topic they need remediation in.

On track meetings, we discuss student progress, establish school norms for different procedures. We are able to assign teachers to kids to follow up on any academic or SEL needs. If a student is referred to DL services, proper protocols are followed to see if he/she is eligible. Need more common planning time for departments and grade levels.

ON-Track meetings are now a part of the weekly routine. Students are identified based on need and extra support and encouragement is assigned to teachers with whom each student has a positive relationship.

Use of On-Track meetings to contact parents. Meetings scheduled with parents of students who are targeted based on ONTrack data

As a department, PE contacts home for extra support when necessary

On-Track meetings are a step in the right direction. Using a principal directed prep as a time to have one-on-one conversations with students is an excellent use of time. I wonder how these on-track principles could be better applied and mapped out over the course of a school year if we reinstituted grade-level meetings. Grade-level meetings designed to implement a multi-tiered support system would be essential to focused tier 2 and 3 work. Hopes for next year…
Department meetings once a week.
(Focused on department specific formative assessments, reteaching strategies, the evaluation of data. We need a calendar of department meeting focus over the course of SY 2016-2017)
Grade-level meetings once a week.
(Also need a calendar for this, where are our trouble spots throughout the year that will determine the focus and purpose of grade-level meetings? I wonder how mentoring opportunities between upperclassmen and underclassmen can be facilitated: Senior to sophomore, Junior to freshmen)
All staff meeting once a week by splitting Flex days across the year.
As opposed to continued PD, these could be strategy-based open air meetings that focus only on submitted agenda items relating to reflection on the state of school vision and goals. We would need a formal method of dialogue to keep meetings focused. Meetings could take the form of PD if there is an immediate need and a department is will to take the reigns on planning a segment.

Identify students with poor attendance - contacting home through phone calls, emails, and mail. Hold grade level meetings to determine patterns of behavior and design a cohesive plan for intervention. Identify students to work with interventionist. Work with school counselor to identify strategies for PLP for specific students (freshmen)

I am unsure if we currently have PLP's

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

EAST
Use a variety of teacher and district created assessments
Assessments align with ccss
Assessments drive instruction
Use of informal and formal assessments are encourages
Majority of teachers strive to have 1 assessment envery two weeks
Consistent grading scale within grade levels
Administration monitors gradebook to ensure updates and balanced grading occurs
Use assesssments to guide MTSS small group instruction and enrichment

Follow district Assessment Calendar
Ms. Allen creates a NWEA/PARCC Assessment Calendar

WEST:
GRADE BOOK / WEIGHTING / CATEGORIES
Wherever relevant and possible, all PE assessment is directly related to the Illinois State Standards for Physical Development and Health.
Grading philosophy is consistent across department, with common categories and assessments.
Organization is directly relevant to the subject (dress code in particular) but is graded separately from, and carries much less weight than, content knowledge and understanding.
Students are assessed according to predetermined criteria that is made available via the course syllabi and on the school website.
The grade scale goes no lower than 50 (unless a student wilfully refuses to participate/work), which means a student's grade allows for a more accurate reflection of learning.
Late work is always accepted, and not penalized, for the duration of the grading period.
Grades are updated regularly and promptly, providing students and parents with an up to date and accurate view of learning and progress.

The Science department utilizes standard based grading on assessments that include projects, lab, classroom activities, exams and quizzes throughout the semester. The department has a goal of inputting at least two standard based graded assignments in gradebook every week.

Dolan has experimented with standard-based grading this semester after Jade's gradebook presentation. He has attempted breaking standards down into daily objectives and using those objectives on all rubrics. All skills are measured on a system of 0-4. Skills are the heaviest weighted category. The actual assignment tied to the skills is tracked in a separate 5% category. While pacing has become quite slow, and there have been opportunities for reflection, this process has reframed assessment, evaluation, and instruction for him. Dolan would like to integrate skill groupings as part of a consistent classroom practice. He uses group now, and often groups according to skill for specific activities and units. However, many of these decisions have previously been made anecdotally and are not necessarily a part of daily classroom practice. Skills-based grading has opened up a paradigm for a student-centered classroom environment.

Teachers' philosophies of grading differ throughout the building. Each teacher implements their own system, which is usually communicated to students and family through the course syllabus at the beginning of the year. Syllabi are also online for parents to view, but the syllabus may not be followed consistently. We did have a grading PD with Jade to show skills based grading which some teachers are experimenting with now. However, parents have not really been made aware of these new grading policies and students are still confused. With the exception of skills based grading, it's difficult for post-secondary institutions, prospective employers and other related providers to know what a student can and can't do. Skills are not listed in a gradebook or on transcripts. Grades can be subjective.
There is no common grading across course teams or departments because there is no common time for meeting, planning, and calibrating grading. Teachers can incorporate participation points, but they are usually small percentages of the overall grade.

Grading is not consistent. If we followed the same gradebook scale and measurements, students would understand how to be successful more readily. Failures and passing tend to be subjective in some cases. Letting them do everything at the end of the semester. Split gradebook has separated responsibility. No collaboration. Possibly divide and conquer. Gen ed teachers not knowing how special ed students are doing--one directional. This has also influenced gen ed teacher reports.

DIAGNOSTIC / FORMATIVE / SUMMATIVE ASSESSMENT
During the last school year we were given data through Academic Achievement that was helpful for us to work on strands where the students had struggled during the practice ACT. That is not available this year due to budget constraints. We gear skills needed to do well on standardized tests, but we do not teach the test. Only in small increments do we give them examples of what the standardized test looks like.

DL teachers modify REACH assessment tasks to meet the accommodations/modifications of IEPs. In our self contained classes, students still work on the same skill, but may use a different text that is more appropriate for the students' reading levels. They also work at a modified pace. During ACT and other state mandated assessments, the case manager works closely with test coordinator to ensure accommodations are appropriate.

PE Lessons and unit content is adjusted as determined by the results of regular formative assessment.
PE Assessment is directly related to a range of Illinois State Standards.
Assessment and grading relies on both physical and academic tasks, delivered in both formative and summative formats.

Grade-level appropriate Reading Information Common core skills are diagnosed through REACH performance tasks and growth is assessed by REACH performance tasks. Writing skills are diagnosed and assessed through CDW, but the skills of CDW are not organized to build over the course of 4 years.

There are a wide range of assessments used in English. Students can demonstrate mastery of common core reading skills through analytical responses, creative writing responses, visual representations, and verbal discussions. Student can demonstrate mastery of common core writing standards through various forms of analytical, argumentative, narrative, and journalistic writing formats. Students can demonstrate mastery of common core speaking and listening skills through multiple forms of large group and small group discussion, debate, and presentation. Writing formative assessments are most accurately aligned with writing summative assessments through common analytical and argumentative writing organizers like CDW and MEL-Con. The common language of CDW is used across disciplines. The alignment of formative and summative assessments is less clear in speaking and listening skills and reading skills. Teachers need to incorporate this consideration into our department

planning over the summer and next year. There is no organized assessment of CRS or SAT standards.

Check in with students intermittently, especially for tasks that require several steps. DL teachers excel at creating checklists. Need more time with caseloads to assess other needs. We have no RtI model for progress monitoring. DL students are assessed yearly.

Even though accommodations are not usually specified for PE, Health, Drivers Ed or elective courses with academic content, students with IEPs are provided with as many accommodations as possible as identified for other subjects.

Extended time, graphic organizers, images, text chunking, and text complexity scaling are all used to modify assessments in English.

Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design and use of accommodations and, where needed, modifications.

SKILL BUILDING / TRACKING / COMMUNICATION
Yes, skills are scaffolded. Each year the skills build onto each other. Same skill evolves and builds. However, need to find class time to reteach skills that students may not have mastered in the previous year. This is a struggle.

ESL program is new this year, but teacher does a great job of teaching language needed to understand texts. Giving synonyms, antonyms, etc. Not a lot of time to build these skills into the regular co-taught class which still may have ESL students present that could benefit from this.

No common planning time for departments or grade level course teams.

Science, math and argumentation integrated in "academic" content wherever possible.

There is a calendar document for academic language in the shared drive. English needs to organize around this document and create ways of assessing students knowledge and use of academic vocabulary.

Science department uses guided notes and posts notes online. All IEPs are accommodated in the science classroom which typically includes extra time and a quite location for assessments.

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:

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

Score

1   2   3   **4**

EAST
Hallways displayed with evidence of student work
Students engaged in learning through whole class lessons, small group, and partner work
Students are encouraged to think critically and explain their thinking using evidence
Teacher anecdotal documentation of student interest in lessons
High levels of engagement in extracurricular learning experiences
Administrative observations
Students are held accountable for completing work
NWEA data provides evidence of culture of learning

WEST:
Environmental science doing the garden outside. Project based learning. Socratic seminar is effectively used in most English and social science classes. Web-based learning opportunities outside paper pencil. Community based instruction for cluster. For DL students, they are aware of their quarterly benchmark goals and yearly goals that they need to work on and accomplish. Participation in weekly on-track meetings with students and other teachers. As DL teachers, we write post-secondary education and employment goals and talk extensively at IEP meetings. DL teachers challenge DL students to take AP courses to challenge themselves. We promote college-going culture with extended HR and window posters about our undergrad. Incentives for attendance and grades in individual classrooms.

Because of our size, we can't really offer true Honors and true regular courses. Also, extra electives can not be offered. For recognition, we hold semester achievement award ceremonies. We don't offer an outlet where students feel safe being wrong or incorrect. Possibly need to teach mindsets and why it's OK to be wrong and learn from your mistakes. Use restorative levels to reflect on a behavior. We all differentiate instruction and expectations to meet the needs of each student, through all DL students are held to high expectations. SC students are doing the same curriculum and skills, but at a modified pace, modified environment or modified texts.

During SOAPBOX, after school sessions for students to revise their speeches with teachers and/or peers. Multiple opportunities for revision, retakes, test corrections, make-up work in the scholar center. If kids are off-track, the school works hard to get them on-track. Extended advisories for GPA goal setting work. Reflection on grades and the grades they deserve as opposed to the grades they have. Teachers do a lot of reflecting for students so they understand the effort and the realization of their effort throughout the year or semester.

Perhaps a little more work on releasing the students to try steps on their own and then reflecting as opposed to walking them through every step and then checking in at the end of the finished product. Best to revise after trying.

Teach the growth mindset more explicitly throughout the year and pinpoint examples. Taught during Freshmen connection.

Beginning of the year, week long introductions of the class, policies, procedures, but building relationships with new and existing students to create a more comfortable environment. Extended advisories for GPA goal setting work. Reflection on grades and the grades they deserve as opposed to the grades they have. Teachers do a lot of reflecting for students so they understand the effort and the realization of their effort throughout the year or semester. Constant grade checks in resource, helping students facilitate the conversation about getting back on track if they're failing a course. Semester awards, resource awards, constant verbal praise.

PE is a combination of activity lessons and the theory behind all topics. Assessment is a major part of each unit, and each lesson builds toward building this skills necessary to score well.
By the nature of PE, work level is assessed daily, and is directly tied into achievement results. Reflection opportunities are provided to determine the relationship between work and success
Attendance is monitored and rewarded

A belief of the importance of learning and hard work is fostered through our vision of a college going culture. College visits, post-secondary awareness, and a senior seminar course all help to foster this vision for learning. A model for inquiry-based education might help us in facilitating a passion for learning: i.e. grade-level inquiries that drive the big ideas of a unit in each discipline.
Our students work extremely hard. Especially those enlisted in college level/AP courses. I think we need to create small wins that reward their success along the way so students don't get discouraged.

Student Voice Committee has begun developing a foundation for student led initiatives that are intrinsically motivating. We are working on building endurance in students for the visions they desire. Historically, students had ideas, and a few teachers made those ideas happen with hours of extra work. This method has left students without endurance and without the knowhow of planning for success with a sequence of steps, dates, and action items. Students do not do a good job motivating one another or keeping one and other accountable because teachers have taken on the brunt of this work. We need to foster mentorship and student ownership through the student voice committee.

All PE objectives are displayed for all to see. All objectives are discussed
Objectives are set based on state standards appropriate to each grade level.
Department awards are provided for exemplary achievement
Re-take systems are in place to encourage improvement and allow students to show resilience and correct mistakes
Restorative practices are a major focus of the school

Expectations in English are high at every grade level, especially pertaining to the complexity of tasks and texts. However, the complexities are not necessarily scaled up over time. The teams needs time to calibrate our expectations across grade-levels and share methods that work and don't work.

PE Rubrics are provided and self-check time is allowed.
Peer assessment also provides great amounts of feedback prior to assessment
Redo and re-takes are encouraged and allowed
Video analysis process includes many "trials" and review prior to submitting final work/product

Student take ownership over their own writing and other productions. Students are encouraged to seek mastery for the sake of quality as opposed to for the sake of the grade. Most students are intrinsically motivated in this way, especially when it comes to creative writing.

Positive framing used and discussed with administrators
Feedback is constant during lessons- both positive and constructive
Rubric review is provided prior to assessment
Peer assessment is consistently utilized to provide additional feedback

Timely feedback in English is exhausting and difficult. We have tried to mediate these by grading portions of essay that demonstrate a particular skill focus. We have tried shorter one-page writing assignments that lead to larger, extended writing assignments. These were successful. We might also want to integrate a feedback procedure across grade levels.

The use of highlighters to code sections of the rubric and production of work have proven a successful way of communicating feedback with less narrative writing in the margins.

PE has a positive reputation in the building as more than just games and workouts
Units are designed to be rigorous and challenging, both in the gym and in the classroom
SEL standards are built into the PE state standards and focus on individual conduct and cooperative skills.
Leadership courses and roles are provided in each section

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

EAST
-Disciplining with dignity professional development to facilitate positive, caring, and respectful adult-student interactions.
-Second Step SEL program facilitates student interactions that are mutually supportive and respectful, with strong norms for positive behavior.
-Provide opportunites to learn about, research, and present about different cultures and customs around the world and in Chicago.
-WE Care club where student are given opportunites to volunteer and make a positive impact in their shcool and community.
-Read buddy program exists between older students and younger students where older students both read to the younger students and help them read
- Teachers work together in common behavior management plans that emphasize positive behaviors through use of compliments
-Student council comprised of student representatives at the middle school level meet bi-weekly to share student concerns

WEST:
One Goal, good mentor. Senior Leaders, Junior Leaders, #Flawless, adaptive and coaching leaders teach underclassmen and those with disabilities.

Peace circles, Best Buddies, restorative justice, peer council, peer health council, Freshmen Finals boot camp, Flawless, all facilitate healthy relationship among students and staff.

4 GSA, student voice, best buddies, peace circles, possibly more explanations about students with disabilities or other differences. PD for staff about DL kids at the beginning of the year.

Colleagues for the most part we get along. Misunderstandings of procedures because of lack of reading of emails.

Refer students for social work or to work with the DePaul intern. On-track meetings.
On-track meetings determine students in need of intervention, with teachers assigned to follow up individually with identified students.

Boys Town training received at start of year, focusing emphasis on praise for displaying desired behavior, no matter how small, rather than punishment for undesired behavior.

Considerable small group work and peer collaboration during lessons.
Leadership classes present opportunities for upperclassmen to engage with underclassmen.

Not sure about engagement within the community, but with a student body spread throughout the city, rather than a neighborhood demographic, this is difficult.

Many teachers take on leadership roles, enabling Alcott specific policy creation and PD.
For the most part, most teachers are working towards a common goal, and respect the input of others.
Teachers collaborate cross-department, cross-grade level and throughout the school.

Teachers engage and connect with their students, recognizing behavior and mood changes and trying to draw out possible problems or issues they may be facing. Phone calls are made to parents to follow up on repeated and numerous absences.

Only one counselor and a part time social worker. We do have additional supports that other schools don't have. Staff turnaround hurts good and consistent relationships with students. Also, moving teachers around from upper to lower classes, etc.

Anecdotally, we can say that each student has an adult in the building they can trust. In order to ensure this with evidence, it might be beneficial to create a system for "claiming" students and having a brief conversation with them consistently (Tracking conversations so that teachers do not have to do it individually? We can add these into domain 4 later on) This could be facilitated if we had grade-level meetings.

Staff-adult relationships are overwhelmingly positive and supportive. This is largely due to our restorative conversation approach. There are a few instances of adult/student confrontations that have escalated. Therefore, A refresher PD in restorative conversations is necessary. We need to dive into the conversations on a deeper adolescent psychology level. Do more listening and asking question. Perhaps an interview with a student who had a positive experience during a restorative conversation. Also, Motivational Interviewing Technique might be helpful in getting students to come to their own conclusions through restatement and questions as opposed to value judgements. There are also MHA Lab Skill Building Cards that break down and give language for 21st century skill formation. Perhaps these cards can be used to create proactive conversations instead of only reactive conversations.

I think that Peer Jury needs to more integrated into student discipline. Students need to be trained in the code of conduct and trained to handle the cases set before them. It is unclear to the rest of the staff how Peer Jury functions. Student Voice Committee members are beginning an active role in re-thinking the functions of Peer Jury and peer to peer mentoring.

Student to student interactions are rarely overtly negative, but not overwhelmingly positive. The senior leaders class has been the most deliberate attempt at facilitating positive peer to peer relationships through Senior Mentors and events like F.L.A.W.L.E.S.S. Clubs and sports also play an essential role in the formation of bonds across grade-levels because of shared goals and expectations. Civics has thought about pairing with Senior Leaders to foster this concepts of projects or goals as unifying situations, creating relational bonds across grade-levels. The idea is that students in the civics class would be taught community organizing tactics as an avenue to civic power. After practicing these tactics in the classroom, students will demonstrate mastery by organizing the freshman U.S. History class around a community issue they care about. During the student's' Senior year, they will organize the same group of students in the Senior Leaders, Senior Seminar, or English course around another (or the same issue). The second year of organizing will have a hidden curriculum of identifying leaders in the sophomore class and preparing them to be next year's main organizers and planners.

Student Voice Committee (Name change possible) is trying to foster solidarity among the students of Alcott West. They hope to build a core group of organizers who will meet weekly and a larger membership base that will meet monthly. Student Voice Committee wants to branch out into advocacy for students, peer mediation, voice in the schools various decision making bodies. They are currently building a knowledge of the student code of conduct and and teacher contracts so as to better participate in school policy discussions. Student have struggled to build momentum. They are attempting to build capacity through word of mouth. An accountability system and trust building activities needs to be implemented by the teacher facilitators to foster familiarity and with each other and deeper bonds.

Diversity at Alcott is our school's greatest strength and greatest weakness at the same time. For example, the diversity brought by the presence of the diverse learners cluster program have created an encouraging environment for students with exceptionally diverse learners. Their presence has conversely fostered a unique empathy in the general ed students at the school that is rare among high schools as evidenced in the best buddies program & coaching leaders classes. However, the cluster program will soon be gone as that generation of Diverse Learners is graduating. I wonder how our school will deliberately adapt to maintain the unique spirit that many might not be aware of until it is gone.

Women are in prominent roles of leadership and are highly respected by the men in the building. There are women in the science and math departments that contradict stereotypes of male dominated fields. There is, however, a misogyny among a cohort of young men at Alcott which manifests in the relationship they have with their female teachers in particular. These incidences happen so frequently and similarly, like clockwork, that some kind of P.D., training, or collective plan must be administered to facilitate it. We need to adopt verify logger so that we can better track trends in data about confrontations.
Generally, young women are versed in the ideas of feminism, but I am curious about what we would find in terms of young women's view of themselves in practice. More information needs to be gathered about the empowerment and safety of young women in coed friendship circles and romantic relationships. SVC committee hopes to develop chapters around identity based groups: i.e. black student group, women, latina women, women of color, transgendered. Perhaps these groups can foster a place

for those conversations to come to light. A calendar or long-term plan from the student voice committee will be forthcoming after spring break.

Racial diversity is one of Alcott's greatest strengths and greatest weaknesses. It is apparent in the general atmosphere of the school (via 5 Essentials Survey, student survey feedback, low level of confrontations between racial groups) that the racial diversity naturally produces a more well-rounded, inquisitive, adjusted, and intellectually curious student. However, we have no deliberate methods of harnessing this potential by teaching students interaction. Fortunately, individual teacher's practice speaking and listening and academic talk as a method of finding common ground. Still, we do not celebrate our diversity routinely. Student to student interactions between races are authentic and healthy when they occur. However, it sometimes takes until junior year for students to form bonds with members of other races. Most of the time, students stick to their racial identity groups. Maybe we want to consider the use of affinity groups and cross-racial unity events to balance the need for strong bonds among one's own identity and learning to find common ground with members of identity groups that are not one's own.

Due to restorative practice measures, teacher dealing with all students have improved drastically. Classroom management is also becoming more consistent among teachers. However, it seems teachers are more likely to get into confrontations with young black men and women. I am curious about the numbers of in-school and out-of-school suspensions assigned to black men as opposed to other races. The numbers will determine if we need more training in racial sensitivity, understanding, or restorative practice in general and if we need to educate our student population in the student code of conduct and ways to avoid confrontations with teachers of a majority race.
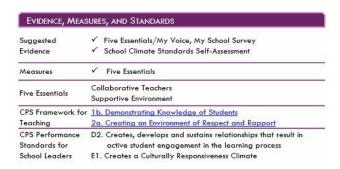
We have high academic success rates at Alcott; however, our A honor roll was entirely white (light-skinned latino or European descent). Even our A/B honor roll, though inclusive of a wider variety of latino students, was completely devoid of black presence. This is disconcerting since black youth make up nearly 30% of our racial population. We need to read this data as evidence that there is a distance between our institutional decision and our understanding of our black youth.

The staff at this school are willing to work together and collaborate are exceptional. This staff is unified in their work ethic, intelligence, belief that all students can learn, and the nobility of the work. The contract supports and benefits these relationships by helping to achieve an ethical, fair, and balanced work environment. The contract prevents bullying and coercive practices.

Guide for Relational Trust

- **Develop trusting relationships with students so each student has at least one trusted adult in the school.**
  - Adults are responsible for occasional check-ins or serve as mentors.
- **Adult-student interactions are positive, caring, and respectful.**
  - Ensure a greater proportion of interactions are positive (as opposed to corrective) between staff and student consistently school-wide.
- **Student interactions are mutually supportive and respectful, with strong norms for positive behavior.**
  - Create opportunities for students to build positive relationships with peers.
  - Create opportunities for older students to mentor younger students.
- **Understand diversity and its impact on student learning; recognize and integrate the learning opportunities that come from a diverse community.**
  - Create opportunities for students to learn about the community they serve (e.g. culture and neighborhoods).
  - Have mutual respect for individual differences (e.g. gender, race, culture, etc.) at all levels of the school—student-student; adult-student; adult-adult and overall norms for tolerance.
  - Provide training to engage diverse families and communities.
- **Support and respect one another, personally and professionally (Teacher-Teacher Trust, Teacher-Principal Trust)**
  - Respect other teachers who take the lead in school improvement efforts.
  - Respect colleagues who are experts at their craft.
  - Exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions.
  - Personal regard springs from a collective willingness to extend beyond the formal requirements of a job definition or a union contract (e.g. openness or reaching out to others).
- **Utilize relationships as a means of deterring truant behavior brought on by unspoken hurdles a child may be facing.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
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

Score

EAST
Sports offerred: basketball, volleyball, football, track, soccer, softball, lacrosse,
Afterschool Clubs and Enrichments: Girls on the Run, Homework Help, Math Club, We Care, Yearbook, LegoMindCrafts, etc.
Student Counsel with student elected representatives and staff volunteers
Student Surveys about celebrations and school extracurriulars

WEST:
This is challenging because we are small. Would be nice to have chorus, drama, but we do what we can do. Teachers use their talents to hold clubs. Weisbecker and Dolan are able to include other students who haven't been involved in any clubs.
Most students are able to enroll in AP classes and other rigorous classes. DL teachers provide supports if needed. Not always equitable.
Soapbox, students are able to choose their schedules, though it is limited. There's no choices for regular level students. Other choices are limited if you're not AP.
Yes, students view policies for the most part before they're put in place. Offered feedback, in-school suspensions.
Yes, civics and US history classes put students in real life government situations, i.e, mock primary, mock voting, registering to vote, taking the kids to vote.
Yes, registering to vote, being connected to the Alderman and other stakeholders, Dolan's expert panel for seniors to interview about issues in the community and the school. Yes, to service learning. Soapbox, rhetorical throwdown, linking students DRS and TJMaxx, gone now.
Discussing Black Lives Matter and police brutality. Gay Rights, Disability Rights, discussing union and CPS disagreements and how it relates to their education and learning. Students use these topics to write for an authentic audience.
Mock Primary, Civics and USH, registering to vote
All students must take civics their junior or senior year.

1. 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.
The wide varety of sports available to students allows for a deeper engagement and investment in the school community
The sports programs and clubs at Alcott do a tremendous job providing students with unique and enriching experience despite the complications of a small school with less funding than it technically deserves. A split between Alcott East and West would qualify us for the Title I monies that are due to us because of the socioeconomic status of majority of our student population. The power of the programs here would be exponentially powerful if fully funded.

2.Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).
PE has honors level options at the junior/senior level
School-wide, the AP program is growing greatly
AP alignment and dual credit options are plentiful at Alcott.

3.Have a choice.
Students set goals based on their individual desire for improvement
Students choose their electives as juniors/seniors
Students choose their team roles during team sports units
Students choose levels/tasks based on their current ability levels

Students at Alcott have a multitude of choices in terms of academics, clubs, and activities.

4.Have a voice and take informed action.
Student voice committee is a MAJOR focus of the school.
The civics program addresses current issues and needs

Students at Alcott have been "given" voice since the idea for a democracy school vision began at Alcott a few years ago. Creating space for students to have voice has offered experience in leadership roles as students took action in these positions.
We need to move to the level where we teach students how to use their voice to create space for themselves by organizing with peers. This kind of paradigm is different than adults handing over power. It becomes about adults trainging students to asertain power professionally and powerfully through understanding the power structures in place around them. By in from students will be more authentic and the entire school can be held accountable to a standard of collaboration with youth as true players in the decision making process.
Alcott needs to utilize the current student leadership bodies in the school as a system of checks and balances.
5. Connect to decision-makers.
Student voice committee meets with decision makers in order to create/modify policies
Student panels are involved in new hirings of staff

Students have innumberable opportunities to connect with the decision makers through classes and clubs, decision makers within the school (discipline team, ILT, LSC, Principals, Teachers) and outside the school (Network leaders within CPS, Police leaders, news journalists, Alderman, the Mayor's Office, Chicago Department of Public Health, etc.)

6.Make positive contributions to the school and community.
Students take an active role in leading the school
Senior leaders run awareness assemblies and provide school improvement opportunities
SVA is involved in decision making and policy creation
We are on our way, but students are not yet organized to be necessary participants in decision making processes. Students will learn to become self-sufficient in their organizing through the methods of Student Voice Committee.

7. Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.
Emphasized during the "Diet Debates" last year
School-wide- civic discourse is a major focus
8. Consider how people in a democratic society effect change.
We are a democracy school that emphasises the democratic process for creating change.
This is integrated into freshmen connection so that the focus and importance in obvious from the first day they step into the building.

9. Consider their roles and responsibilities as a member of the community.
Cooperative skills are emphasized in each PE lesson
Assessment is directly tied to development of character and responsibility
During team-sports units, each player has a chosen role, whose responsibility provides for the team and class as a whole.

10. In high school, students are enrolled in Civics courses.
Yes, they are

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**

EAST
MVMS Safety Score 68 Strong
Common set of rules and expectations guided by Second Step Curriculum
Constant hallway supervision by teachers, administration and security guard
Permanent security guard that have established a strong relationship with staff

WEST:
Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.
Safe, small school environment where most teachers know most students within the building. Some teachers will have taught and know every single student in the building.

Provide clear procedures for reporting and responding to safety concerns.
Safety drills practiced on a regular basis, and procedures updated as and when issues arise.

Manage efficient and orderly transitions between activities.
Clear organizational structure in place for transitions and lesson organization.

Provide a framework for positive behavior throughout the school based on shared values and expectations.
Clear policy in place for dealing with behavior issues.

Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.
Some teachers regularly monitor the hallways before school, during passing periods and after school.

Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)
Clear policy in place for dealing with behavior issues.

Clarify criteria for office referrals versus classroom managed behavior.
Clear policy in place for dealing with behavior issues.

Yes. Students have a person they feel comfortable with and can approach when issues or situations arise. The dean follows up on concerns from teachers regarding behavior, etc. Teachers can refer students to the social worker for additional supports. Staff is present in the hallway and makes an effort to be around and keep a calm and safe environment in the school.

2. No, need more clear procedures that are equal and consistent. Only one security guard. We need to lock our doors. Need a fob system for teachers.

3. Having Alcott Way. Rules and procedures are positive in tone. Accountability Club instead of detention.

4. For the most part, rules are consistently enforced throughout when the rule is explicitly taught to us and consistent signs are posted and punishment and enforcements are consistent. Teachers need to be better about using their phones in front of kids.

5. Yes

6. Yes this was clearly communicated at the beginning of the year, but still need a write up system and consequences to follow that write up system. Follow up on consequences.

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

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.

Score

1   2   3   **4**

EAST
School follows student code of conduct book
Second Step teaches and encourages the use of strategies to support positive behavior
Very minimal suspensions rate
Constant parent communication
Routines and procedures are in place at all grade levels to provide students with clear expecations which minimizes discipline issues

WEST:
1a. Yes, we have a discipline committee who are constantly rethinking policies and rules and procedures and are in constant communication. Staff and student feedback is always taken into consideration.
Yes and yes
1d. Need to engage families more, possibly in notices of accountability clubs racking up or giving them more of an update on rules, procedures, cell phone policy.
1e. Need to implement "caught ya" being nice post cards

2. Need more time to implement SEL opportunities with underclassmen. May cut down on some of the immature behaviors. Possibly advisory once a week longer period. Restorative justice offers students choices to correct behavior.

3. Restorative justice does this. There is a handbook for policies and procedures, however because of out of school suspensions being frowned upon, punishments do not always fit the infractions. Behaviors are not very disruptive to classes. No behaviorial health team really.

1. PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.
Restorative Team is now meeting regularly
New procedures have been installed and enforced
Restorative Levels provide for clear expectations and process for behavior management
Parents contact is built in as level 4 of the restorative levels

2. INSTRUCTIVE - Integrate universal SEL skills instruction and core content.
Multi-tiered system provided in the restorative levels
New levels of support are available for those who need it most through the referral process
Procedures are taught at the beginning of class, while giving students the chance to practice the positive behavior.
Behavior is corrected using a restorative approach/conversations
School-Wide focus on using the restorative approach

3. RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.
The school has a major focus on restorative approach
PD's provided to train staff
Restorative levels 1 & 2 are purely reflective in nature and aim at respectfully engaging students in conversations that will reduce/eliminate behavior issues.
Ms. Wright is leading the restorative process
Repairing harm is the major focus of the restorative levels

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:

Score

1   2   3   **4**

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.

EAST
-A curriculum night at the beginning of the school year where teachers and staff inform parents of grade level standards and expectations and grading policies with a clear description of what meeting the standard looks like.
-Teachers send home Parent Portal information for individual students at the beginning of the year to connect and engage parents with school.
-Weekly coffee talk meeting held with the administration provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
-Consistent, weekly newsletters outlining individual class and school activities sent out to parents electronically as well as being available on the school website
- Parents actively support and are involved in classroom celebrations and invited to observe student work/presentations
-Parents are invited into primary classrooms to serve as guest readers
-Career Day - parents are asked to share their knowledge of their careers with students through our annual Career Day
-Teachers respond to family concerns professionally and in a timely manner by email or phone
-Friends of Alcott, our parent organization, consistently engages with both administration and teachers regarding how best they might be able to support the school, classrooms and teachers
Parent-Teacher conferences inform parents of their child's progress across all relevant measures: attendance, discipline, academics, social-emotional learning, and health and wellness.

WEST:
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).
Open House
Rhetorical Throwdown
Louder Than A Bomb performances

Provide multiple opportunities for parents to ask questions, raise concerns, and give feedback.
Parent contact (phone calls, meetings etc.) is responded to in a timely manner wherever possible.
Contact is available by phone, in person, through direct email and/or social media.

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).
Info provided to parents about how to help their child at home.
Standards and grading criteria posted in syllabi and on website.
Regular information provided about the impact of attendance on grades.
Use of Parent Portal to be promoted.

Frequently communicate with families about class and individual activities and individual student's progress.
Attendance and grade data is generated at least every quarter and sent home.
Up to date attendance and grade data is available via Parent Portal.
Variety of communication methods used - calls, text, newsletter, website, face to face.

Conduct intensive outreach to families in need of specialized support through home visits and collaboration with social services agencies.
Procedures followed for absences, excessive absences and students who require home help.

Provide proactive communication (e.g. parent handbook and resources).
Partner equitably with parents speaking languages other than English.
Spanish versions of informational publications (letters home, field trip forms etc.) are available.
Spanish speakers are available for translation on phone calls and during meetings or conferences.

Case manager holds happy welcoming meetings. Early senior night for parents. All call, good advertising, open up all after school events for parents. Lots of parents attend best buddies. Cluster kids get newsletter. Parents are emailed regularly. Principals meet with parents when needed. Come to Jesus meetings with on-track meetings including parents.

2. We have attempted this, around two per year. Not successful. Only small handful attend. Involving the Alderman more. He's invited to most big events. Staff attends high school fairs and open house to drum up support from future families.

3. Yes, conferences. If a parent comes to the school or calls or emails, we're very good about getting back to everyone. If a parent shows up an email is sent to the staf to come and meet. Case manager holds impromptu meetings when parents enter the building.

4. Cluster teacher sends home weekly newsletter to involve parents. Some parents volunteer to go on field trips, aides inform parents about daily assignments and things to work on at home. Other than that, parents are not very involved in curriculum. No parents attend LSC meetings.

5. Yes, we have to call when a student is failing. Email on a regular basis, IEP meetings, IEP report cards, infrequent communication about students doing well in class.

6. EJ used to do this, Ms. Moody and Mr. Keating do home visits. Not done as consistently. Flaw in the attendance system.

7. No, no parent handbook, though they have to sign the cell phone contract. No follow up with parent portal. Naviance for senior parents. Counselor able to send important due dates, but it's hard to complete this 100% because not every family has internet or they have to follow up on the sign up.

8. Need more support staff who speak Spanish. Very few support staff members speak Spanish, some teachers do but are not able to be pulled out of class for important meetings.

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

School Excellence Framework Priorities

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

4	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 ⊘

4	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 5 ⊘

Goals

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
National School Growth Percentile - Reading				
We have consistently scored in this range and we continue with practices that help Alcott to achieve these scores. We've implemented a K-4 comprehensive reading program which we believe will provide continuity with text complexity. Grades 5-8 teach complex text with common-core aligned tasks.	99.00	98.00	99.00	99.00
National School Growth Percentile - Math				
We'll continue with successful practices in grades K-8; however, we'll focus on grade levels that consistently from one year to the next do not show growth. That being grade 5 this year which showed least growth last year in 4th grade and least growth 2 years ago in third grade. The other grade level that we'll target is grade 8 which shows minimal growth yearly.	91.00	92.00	93.00	94.00
% of Students Meeting/Exceeding National Ave Growth Norms				
Alcott has made instructional adjustments to curriculum alignment from primary, intermediate, to middle-school. Examples of this include change in curriculum from Investigations to Math in Focus; teachers were given PD on the new curriculum; new updated version of CMP purchased for grade 6.	64.00	*(Blank)*	67.00	70.00
African-American Growth Percentile - Reading				
Alcott will use in-house supports and outside supports to specifically focus on struggling students. The focus will be on foundational learning and executive functioning. This is a low and transient population, which changes.	95.00	43.00	60.00	70.00
Hispanic Growth Percentile - Reading				
Continue with current interventions	99.00	98.00	98.00	99.00
English Learner Growth Percentile - Reading				
(Blank)	*(Blank)*	*(Blank)*	0.00	0.00
Diverse Learner Growth Percentile - Reading				
Continue to implement specific direct instruction curriculum to target struggling areas such as reading comprehension, fluency, phonemic awareness. Upper grades will continue with the inclusion model which has proven to be successful.	96.00	*(Blank)*	95.00	96.00
African-American Growth Percentile - Math				
Teachers will identify this target group (among other students who need supports) to identify the instructional gaps in math fluency and number sense needed to master grade level skills. Math specialists will provide additional supports to aide classroom teachers.	31.00	*(Blank)*	50.00	70.00
Hispanic Growth Percentile - Math				
Continue with current successful practices and provide additional supports as needed with the math specialists.	72.00	92.00	93.00	94.00
English Learner Growth Percentile - Math				

	(Blank)	(Blank)	0.00	0.00

Diverse Learner Growth Percentile - Math

There was a great deal of transition during the previous years. Diverse learners will continue the inclusion program in grades 4-8 and concentrate on foundational math skills while reinforcing grade level concept.	48.00	69.00	70.00	75.00

National School Attainment Percentile - Reading (Grades 3-8)

We have consistently scored in this range and we continue with practices that help Alcott to achieve these scores. We've implemented a K-4 comprehensive reading program which we believe will provide continuity with text complexity. Grades 5-8 teach complex text with common-core aligned tasks.	99.00	99.00	99.00	99.00

National School Attainment Percentile - Math (Grades 3-8)

We have consistently scored in this range and we continue with practices that help Alcott to achieve these scores. We've implemented a K-4 comprehensive reading program which we believe will provide continuity with text complexity. Grades 5-8 teach complex text with common-core aligned tasks.	99.00	99.00	99.00	99.00

National School Attainment Percentile - Reading (Grade 2)

We have consistently scored in this range and we continue with practices that help Alcott to achieve these scores. We've implemented a K-4 comprehensive reading program which we believe will provide continuity with text complexity. Grades 5-8 teach complex text with common-core aligned tasks.	99.00	99.00	99.00	99.00

National School Attainment Percentile - Math (Grade 2)

We have consistently scored in this range and we continue with practices that help Alcott to achieve these scores. We've implemented a K-4 comprehensive reading program which we believe will provide continuity with text complexity. Grades 5-8 teach complex text with common-core aligned tasks.	99.00	99.00	99.00	99.00

% of Students Making Sufficient Annual Progress on ACCESS

We have hired an ELL teacher for the first time in three years who provides the supports and interventions necessary for student success and growth.	66.70	71.40	73.00	76.00

Average Daily Attendance Rate

Bringing back monthly incentive breakfasts. Continue On Track work and multi-tiered systems of support.	89.90	92.50	94.00	95.00

My Voice, My School 5 Essentials Survey

We have facilitated the survey and will provide instruction to students as to how to complete the survey objectively. We want to increase participation by 10% for students and 25% from parents.	(Blank)	100.00	(Blank)	(Blank)

Required metrics (Highschool)   13 of 13 complete

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

My Voice, My School 5 Essentials Survey

We have facilitated the survey and will provide instruction to students as to how to complete the survey objectively. We want to increase participation by 10% for students and 25% from parents.	(Blank)	100.00	(Blank)	(Blank)

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

We have implemented ACT preparatory enrichment opportunities and are incorporating CRS instruction into bell work at every grade-level leading up to ACT testing during students' junior year.	57.00	10.00	50.00	70.00

African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
We expect significant gains due to direct instruction of CRS skills offered daily through multiple content areas.	64.00	10.00	50.00	70.00

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

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
We expect significant gains due to direct instruction offered daily through multiple content areas.	57.00	(Blank)	50.00	70.00

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

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
ELL standards are currently being incorporated into all general education and ELL settings and will be aligned with CRS instructional plans. We have one current sophomore in our ELL program who will take the ACT/SAT next year. All other ELL are freshmen with no Explore or Plan data.	(Blank)	(Blank)	50.00	75.00

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

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Co-Teachers and general education teachers are collaborating on all CRS instructional designs. PD is being developed that will focus on grouping in general education settings, inclusions settings, and self contained settings. These grouping strategies will also facilitate the development of co-teaching models.	36.00	(Blank)	80.00	85.00

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

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
We expect significant gains due to direct instruction offered daily through multiple content areas.	31.00	(Blank)	50.00	75.00

Freshmen On-Track Rate

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
On track meetings will directly lead to maintenance of freshmen skill acquisition and social emotional transitions into high school that answer to early adolescent developmental needs.	84.30	86.70	90.00	92.00

4-Year Cohort Graduation Rate

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Through the alignment of curriculum and the use of grade-level teams in the design and implementation of multi-tiered systems of supports, students will graduate on-time with emotional, behavioral, and academic supports.	78.40	83.90	86.00	89.00

1-Year Dropout Rate

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
The current data for 2015-2016 is inaccurate due to errors from last year. We anticipate that our drop out rate will decrease from the old average of 2014-2015.	1.10	5.80	1.00	1.00

College Enrollment Rate

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Due to the percentage of students who are transitioning to a specialty school, they will not be attending college as of yet. This will effect our senior class of 2016's college enrollment rate. College eligible? What about Cluster students and Undocumented students?	54.20	61.90	67.00	75.00

College Persistence Rate

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Naviance Alumni Tracker will be used for maintaining this rate.	(Blank)	71.90	74.00	76.00

Average Daily Attendance Rate

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
Bringing back monthly incentive breakfasts. Continue On Track work and multi-tiered systems of support.	89.90	92.50	94.00	95.00

Custom metrics
6 of 6 complete

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

Instructional Strategies				

PD will focus on an instructional Strategy that will serve to be the vehicle for literacy development, increased knowledge of students, rigorous tasks, and differentiation of text and task complexity. Measured by student On-Track metrics.	0.00	0.00	80.00	90.00

Youth Empowerment and Civic Efficacy				

Youth empowerment and civic efficacy of students and parents will be a driving force in professional development, communication procedures, curriculum, and peer to peer interactions. Measured by parent and student assessment of school on 5 essentials survey.	0.00	0.00	85.00	95.00

College Going Culture				

Departments will take on ownership of College Going Culture action items to ensure that students are thinking about college early on as they choose courses and seek out extracurricular opportunities. Measured by college enrollment and persistence.	0.00	0.00	65.00	85.00

Reading Growth for African-American Students				

Alcott will use in-house supports and outside supports to specifically focus on struggling students. The focus will be on foundational learning and executive functioning. This is a low and transient population, which changes. Along with NWEA, TRC will be used to identify students who need early intervention supports.	95.00	43.00	60.00	70.00

Math Growth for African-American Students				

Teachers will identify this target group (among other students who need supports) to identify the instructional gaps in math fluency and number sense needed to master grade level skills. Math specialists will provide additional supports to aide classroom teachers.	31.00	20.00	50.00	70.00

Instructional Strategies for Intervention Supports (Goal is to increase percentage of students meeting/exceeding national average growth norms.)				

Implement strategies for providing necessary interventions for students who need additional support in reading and math. (Development of the MTSS committee to assist diverse learners will also assist with this goal.) This will be measure by the NWEA data--likely an average of the	64.00	62.50	67.00	70.00

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
create a structured MTSS team comprised of diverse learners, general education, and ancillary teachers to implement intervention strategies and progress monitor those students at-risk	students making gains in fundamental skills necessary for students to achieve at higher levels with grade-level curriculum and objectives	more students meeting or exceeding state standards

Tags:
MTSS, Arts, Instruction, Interventions, Academic gain, Aligned resources, Assessments, Academic expectations

Area(s) of focus:
2

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

Action step	Responsible	Timeframe	Evidence for status	Status
Identify students	Team and Classroom Teachers	Jun 21, 2016 to Jun 21, 2016	Grade level expectations	Not started

Core Instruction, Academic gain, Academic expectations, Accountability, Benchmark progress monitoring

Create MTSS Team	administration	Jun 21, 2016 to Jun 21, 2016	meeting minutes	Not started

MTSS, Interventions

Identify skills needed and strategies for implementing the interventions	Staff	Sep 1, 2016 to Jun 21, 2017	data	Not started

MTSS, Arts, Interventions, Instructiion, Tier 2 & 3, Progress monitoring

Strategy 2

If we do...	...then we see...	...which leads to...
comparisons of our summative assessments across the grade levels to see if there is rigor	alignment in rigorous expectations and content	an increase in students that exceed the standards

Tags:
Assessment, Differentiatied instruction, Progress monitoring, Classroom rigor, Balanced grading and assessment, Assessment design

Area(s) of focus:
1, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
PD sharing summative assessments	*(Blank)*	Aug 29, 2016 to Jul 31, 2017	grade level meeting minutes	Not started

Assessment, Professional development, Rigorous tasks, Assessment design

teachers creating rigorous assessments collectively	staff	Apr 6, 2016 to Jun 30, 2017	assessments	Not started

Arts, Rigorous tasks, Assessments, Grade level meetings, Balanced grading and assessment, Assessment design

Strategy 3

If we do...	...then we see...	...which leads to...
peer-directed PD with all ALCOTT WEST faculty about intentional grouping methods, strategic inquiry, and standards-based rubrics for formative and summative evaluation acquired through research and personal experience...	(through collaborative instructional rounds) increased levels of classroom differentiation through grouping methods based on literacy, content/skill ability, student interest, classroom management, and/or learning styles, etc.	increased access for students of varying ability levels to the instruction, tasks, and texts matching their academic, behavioral, and social zones of proximal development (ZPD). This individualized access will dramatically increase the amount of Alcott students meeting and mastering skill, content, and SEL/21st Century standards. Teacher's reach ratings will also be positively affected as students benefit from structures that facilitate students achievement and positive interaction.

Tags:
Cycles of professional learning, Instructiion

Area(s) of focus:
3, 1, 2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Collect and organize staff interest about grouping methods (year one), strategic inquiry (year two), and standard-based rubrics (year three) for varied differentiation purposes.	Department Chairs	Apr 27, 2016 to May 6, 2016	Data in hand at next ILT meeting	On-Track

Communication, Collaboration

Create calendar for PD calendar for SY2016-2017 in response to teacher interest, and add strategy-based PD into calendar.	ILT	May 4, 2016 to May 11, 2016	Google Shared Folder created. google spreadsheet for calendar created.	Not started

Communication, Collaboration

Create model of Strategy-based PD agendas and procedures. Discuss who would like to own various aspects of PD next year.	ILT	May 11, 2016 to May 18, 2016	Google doc in folder with calendar.	Not started

ILT

Strategy 4

If we do...	...then we see...	...which leads to...
If we provide training to all ALCOTT WEST faculty on how to incorporate student voice into classrooms across all content areas through anti-adultism, motivational interviewing practices, and collaborative planning and assessing with students.	Then we will see teachers begin to use this common language in the classroom and throughout the building. As well as gain more opportunities for teachers to provide mini lessons, and full lessons with strategies that incorporate student voice and anti-adultist practices.	Which leads to teachers supported in this effort by colleagues and administration leading to better student-teacher relationships, student buy-in and ownership, and less behavior infractions motivated by lack of communication.

Tags:
Cycles of professional learning, Student voice, Civic life

Area(s) of focus:
1, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Collect and organize staff interest about incorporating civic life, anti-adultist practices, motivational interviewing into classrooms.	Democracy School Committee	May 4, 2016 to May 11, 2016	Democracy School Committee Meetings with data in hand	Not started

Communication

Add to youth empowerment and civic efficacy, motivational interviewing, and anti-adultist practices into PD calendar in response to teacher interest.	Democracy School Committee and ILT	May 11, 2016 to May 18, 2016	Calendar tentatively outlined	Not started

Cycles of professional learning

Create PD sequence and plan activities relating to school events and a mentorship schedule for tentative partnerships of veteran teacher and new teachers.	Democracy School Committee	May 18, 2016 to Aug 31, 2016	Lesson Plans uploaded	Not started

Planning

Strategy 5

If we do...	...then we see...	...which leads to...
implement multiple two-way methods of communication informing parents about civic/student voice related events and outlining specific options for involvement at ALCOTT WEST such as LSC meetings, parent power meetings, hiring processes, etc.	parents responding to invitations and outreach because they know when events and opportunities are happening and what will be expected of them according to their means.	Which leads to parents attending and actively participating in school events and efforts, especially those pertaining to student voice or school improvement, thus creating a culture of unity and partnership between the school, the community, and families.

Tags:
Parent involvement, Civic life

Area(s) of focus:
1, 2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
DOLAN will contact Suzanne. Suzanne will resend the calendar or robo-calls to all staff members to get another round of feedback, including what action items through	Dolan / Suzanne	Apr 27, 2016 to May 4, 2016	Email sent	On-Track

Communication

Administration will email teachers. Teachers will send home two "caught ya" cards a month. (Cards will include multiple response options)	Admin / Faculty	Apr 27, 2016 to May 11, 2016	Caught Ya cards sent home.	Not started

Communication

Form a parent power team incorporating SVC members and teachers to prepare for parent engagement activities.	Dolan and SVC	May 11, 2016 to Jun 15, 2016	Team roster with contact information formed.	Not started

Communication, Student engagement

Strategy 6

If we do...	...then we see...	...which leads to...
plan and implement methods for modeling the practice and implementation of civic organizing strategies between classes across the grade-levels at ALCOTT WEST	We will see upperclassmen organizing and mentoring underclassmen in the ways of civic engagement, activism, and leadership dispositions in regards to student-led projects	Which leads to student empowerment and ownership over the school culture and community environment and authentic and beneficial relationships between upper-classmen and lower-classmen.

Tags:
Student engagement, Student success, Student learning

Area(s) of focus:
2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Civics and English III classes of SY2015 will learn strategies for organizing freshmen around an issue they care about.	Weisbecker, Dolan, and Class of 2017	Apr 18, 2016 to Jun 1, 2016	Teacher narrative quantitative and qualitative analysis of student progress.	On-Track

Curriculum, Mentorship, Student engagement

ILT will decide which senior class will carry on the task of organizing the same group of students as sophomores and begin learning about the strategies taught in civics. Also, which freshmen and sophomore classes to incorporate.	ILT	May 25, 2016 to Jun 1, 2016	Shared folder designated to teachers of courses used for civic implementation.	Not started

Curriculum, Collaboration

Democracy School Committee will meet to research mentoring strategies that will help facilitate seniors mentoring rising juniors into the next year's leaders.	Democracy School Committee and teacher owners of civic curriculum.	May 25, 2016 to Jun 8, 2016	Democracy School Committee meeting agenda with research attachments.	Not started

Planning, Mentorship, Democracy

Strategy 7

If we do...	...then we see...	...which leads to...
Create a model for department meetings, grade-level meetings, and professional development built into the structure of the school day by utilizing principal directed preps and flex time PD.	Departments developing curricular alignment to CCSS and SAT skills insight standards according to the Content Framework. Departments developing classroom-based service learning projects that become annual events. Grade-levels reviewing behavioral, academic, and attendance data in order to plan and implement developmentally appropriate MTSS intervention. Grade-levels planning and implementing developmentally appropriate college going culture strategies. Professional development that prepares teachers to create curricular alignment, prepare and report service learning projects, review and respond to student BAG data, learn Naviance and college advising ideals and techniques, learn and implement youth empowerment strategies, learn about intentional student grouping and implement student grouping into instruction.	Teachers prepared to create... Departmental year long visions that lead students along a trajectory of skill development. Classes sequentially preparing students for the following course. Students meeting and exceeding service learning graduation requirements. No students falling through the cracks at any grade-level. Students exposed and participating in college participatory activities, field trips, and thought processes.

Tags:
College Access and Persistence, Planning, Master schedule, School day

Area(s) of focus:
1, 2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
A teacher team will attend the network for college success PD and share information and further strategizing with staff.	Jade Sipic, Grace Moody, Ryan Dolan, Elias Estrada, Ana Wright, Jen Hanna	select	PD will be scheduled.	On-Track

Collaboration

Dolan will meet with PST to determine key points in the year that need to be added to the PD and Grade-level meeting calendars.	Dolan and PST	May 5, 2016 to May 5, 2016	Calendar started	On-Track

Cycles of professional learning, Professional learning plan

Strategy 8

If we do...	...then we see...	...which leads to...
Stratify college visits among departments, organize a sequence of developmentally appropriate college going culture activities among grade-levels,	Students aware of college life and access as early as freshmen year so that they have an empirical goal for which to reach during their high school careers	Appropriate and ambitious long and short-term goal setting.

Tags:
Professional development, 21st century skills, Vertical alignment

Area(s) of focus:
2, 3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
(Blank)	Dolan and Hanna	select	Meeting completed with action items	Not started

Planning

Integrate the idea of safe, match, and reach skills into teacher PD by adding events and extended homerooms to the PD calendar.	Dolan and Hanna	May 18, 2016 to Jun 15, 2016	Calendar updated	Not started

Planning, Pd planning

Strategy 9

If we do...	...then we see...	...which leads to...
Develop an attendance plan and framework for 9-12	continually utilizing notification, early intervention, continued intervention, incentive, and monitoring and reporting components	an increase in student yearly attendance to 95%

Tags:
Attendance, On track, Freshman on-track, Sophomore on-track

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
First five weeks of 2016-2017 school year Introduce students and parents to attendance policies at back to school night, registration and during the first days of school. Identify students who exhibit habitual absenteeism and begin to follow up with with interventions and parental notifications. Begin monthly attendance incentives. Bring attendance up to 93%	Attendance Team	Sep 6, 2016 to Oct 7, 2016	*(Blank)*	Not started

MTSS, Attendance, Attendance plan, Student attendance, Attendance rate

End of first quarter Continue to follow up with students demonstrating absenteeism. Write up and have students and parents sign contracts related to attendance. Continue to follow interventions and incentives plan. Maintain attendance level of 93%. **MTSS, Attendance**	Attendance Team	Oct 10, 2016 to Nov 11, 2016	*(Blank)*	Not started
Fifteen weeks Call in parents of students demonstrating chronic absenteeism for a conference and to see how attendance has changed since the contracts were signed. Bring attendance up to 94%. **MTSS, Attendance**	Attendance Team	Nov 14, 2016 to Dec 16, 2016	*(Blank)*	Not started
End of 1st semester Meet again and sign 45 day contracts with students who continue to demonstrate absenteeism. Continue to follow attendance plan. Maintain attendance at 94%. **MTSS, Attendance**	Attendance Team	Dec 19, 2016 to Feb 3, 2017	*(Blank)*	Not started
Twenty five weeks Meet again with repeat offenders and continue to follow attendance plan. Bring attendance to 94.5%. **MTSS, Attendance**	Attendance Team	Feb 6, 2017 to Mar 10, 2017	*(Blank)*	Not started
End of quarter three Continue to follow attendance plan. Come up with new incentives during this critical time of the year when attendance tends to be lower than normal. Maintain attendance at 94.5%. **MTSS, Attendance**	Attendance Team	Mar 13, 2017 to Apr 14, 2017	*(Blank)*	Not started
Thirty five weeks Continue to follow up with chronically absent students. Raise attendance to 95%. **MTSS, Attend**	Attendance Team	Apr 17, 2017 to May 26, 2017	*(Blank)*	Not started
End of 2nd semester Create end of year events to encourage students to maintain their attendance even after finals have been completed. Maintain attendance at 95% **MTSS, Attendance**	Attendance Team	May 29, 2017 to Jun 30, 2017	*(Blank)*	Not started

First five weeks of 2017-2018 school year Introduce students and parents to attendance policies at back to school night, registration and during the first days of school. Identify students who exhibit habitual absenteeism and begin to follow up with with interventions and parental notifications. Begin monthly attendance incentives. Maintain attendance at 94%	Attendance Team	Sep 5, 2017 to Oct 6, 2017	(Blank)	Not started

MTSS, Attendance

End of first quarter Continue to follow up with students demonstrating absenteeism. Write up and have students and parents sign contracts related to attendance. Continue to follow interventions and incentives plan. Bring attendance up to 94.5%.	Attendance Team	select	(Blank)	Not started

MTSS, Attendance

Fifteen week Call in parents of students demonstrating chronic absenteeism for a conference and to see how attendance has changed since the contracts were signed. Maintain attendance at 94.5%.	Attendance Team	select	(Blank)	Not started

MTSS, Attendance

End of 1st semester Meet again and sign 45 day contracts with students who continue to demonstrate absenteeism. Continue to follow attendance plan. Bring up attendance to 95%	Attendance Team	select	(Blank)	Not started

MTSS, Attendance

Twenty five weeks Meet again with repeat offenders and continue to follow attendance plan. Maintain attendance at 95%	Attendance Team	select	(Blank)	Not started

MTSS, Attendance

End of quarter three. Continue to follow attendance plan. Come up with new incentives during this critical time of the year when attendance tends to be lower than normal. Maintain attendance at 95%.	Attendance Team	select	(Blank)	Not started

MTSS, Attendance

		select		
Thirty five weeks Continue to follow up with chronically absent students. Maintain attendance at 95%.	Attendance Team		*(Blank)*	Not started

MTSS, Attendance

		select		
End of 2nd semester Create end of year events to encourage students to maintain their attendance even after finals have been completed. Maintain attendance at 95%	Attendance Team		*(Blank)*	Not started

MTSS, Attendance

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Identify students Tags: MTSS, Arts, Instruction, Interventions, Academic gain, Aligned resources, Assessments, Academic expectations, Core Instruction, Academic gain, Academic expectations, Accountability, Benchmark progress monitoring	Team and Classroom Teachers	Jun 21, 2016	Jun 21, 2016	Not started
✚ Create MTSS Team Tags: MTSS, Arts, Instruction, Interventions, Academic gain, Aligned resources, Assessments, Academic expectations, MTSS, Interventions	administration	Jun 21, 2016	Jun 21, 2016	Not started
✚ Identify skills needed and strategies for implementing the interventions Tags: MTSS, Arts, Instruction, Interventions, Academic gain, Aligned resources, Assessments, Academic expectations, MTSS, Arts, Interventions, Instructiion, Tier 2 & 3, Progress monitoring	Staff	Sep 1, 2016	Jun 21, 2017	Not started
✚ PD sharing summative assessments Tags: Assessment, Differentatied instruction, Progress monitoring, Classroom rigor, Balanced grading and assessment, Assessment design, Assessment, Professional development, Rigorous tasks, Assessment design		Aug 29, 2016	Jul 31, 2017	Not started
✚ teachers creating rigorous assessments collectively Tags: Assessment, Differentatied instruction, Progress monitoring, Classroom rigor, Balanced grading and assessment, Assessment design, Arts, Rigorous tasks, Assessments, Grade level meetings, Balanced grading and assessment, Assessment design	staff	Apr 6, 2016	Jun 30, 2017	Not started
✚ Collect and organize staff interest about grouping methods (year one), strategic inquiry (year two), and standard-based rubrics (year three) for varied differentiation purposes. Tags: Cycles of professional learning, Instructiion, Communication, Collaboration	Department Chairs	Apr 27, 2016	May 6, 2016	On-Track
✚ Create calendar for PD calendar for SY2016-2017 in response to teacher interest, and add strategy-based PD into calendar. Tags: Cycles of professional learning, Instructiion, Communication, Collaboration	ILT	May 4, 2016	May 11, 2016	Not started
✚ Create model of Strategy-based PD agendas and procedures. Discuss who would like to own various aspects of PD next year. Tags: Cycles of professional learning, Instructiion, ILT	ILT	May 11, 2016	May 18, 2016	Not started
✚ Collect and organize staff interest about incorporating civic life, anti-adultist practices, motivational interviewing into classrooms. Tags: Cycles of professional learning, Student voice, Civic life, Communication	Democracy School Committee	May 4, 2016	May 11, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Add to youth empowerment and civic efficacy, motivational interviewing, and anti-adultist practices into PD calendar in response to teacher interest. Tags: Cycles of professional learning, Student voice, Civic life, Cycles of professional learning	Democracy School Committee and ILT	May 11, 2016	May 18, 2016	Not started
✚ Create PD sequence and plan activities relating to school events and a mentorship schedule for tentative partnerships of veteran teacher and new teachers. Tags: Cycles of professional learning, Student voice, Civic life, Planning	Democracy School Committee	May 18, 2016	Aug 31, 2016	Not started
✚ DOLAN will contact Suzanne. Suzanne will resend the calendar or robo-calls to all staff members to get another round of feedback, including what action items through Tags: Parent involvement, Civic life, Communication	Dolan / Suzanne	Apr 27, 2016	May 4, 2016	On-Track
✚ Administration will email teachers. Teachers will send home two "caught ya" cards a month. (Cards will include multiple response options) Tags: Parent involvement, Civic life, Communication	Admin / Faculty	Apr 27, 2016	May 11, 2016	Not started
✚ Form a parent power team incorporating SVC members and teachers to prepare for parent engagement activities. Tags: Parent involvement, Civic life, Communication, Student engagement	Dolan and SVC	May 11, 2016	Jun 15, 2016	Not started
✚ Civics and English III classes of SY2015 will learn strategies for organizing freshmen around an issue they care about. Tags: Student engagement, Student success, Student learning, Curriculum, Mentorship, Student engagement	Weisbecker, Dolan, and Class of 2017	Apr 18, 2016	Jun 1, 2016	On-Track
✚ ILT will decide which senior class will carry on the task of organizing the same group of students as sophomores and begin learning about the strategies taught in civics. Also, which freshmen and sophomore classes to incorporate. Tags: Student engagement, Student success, Student learning, Curriculum, Collaboration	ILT	May 25, 2016	Jun 1, 2016	Not started
✚ Democracy School Committee will meet to research mentoring strategies that will help facilitate seniors mentoring rising juniors into the next year's leaders. Tags: Student engagement, Student success, Student learning, Planning, Mentorship, Democracy	Democracy School Committee and teacher owners of civic curriculum.	May 25, 2016	Jun 8, 2016	Not started
✚ A teacher team will attend the network for college success PD and share information and further strategizing with staff. Tags: College Access and Persistence, Planning, Master schedule, School day, Collaboration	Jade Sipic, Grace Moody, Ryan Dolan, Elias Estrada, Ana Wright, Jen Hanna			On-Track
✚ Dolan will meet with PST to determine key points in the year that need to be added to the PD and Grade-level meeting calendars. Tags: College Access and Persistence, Planning, Master schedule, School day, Cycles of professional learning, Professional learning plan	Dolan and PST	May 5, 2016	May 5, 2016	On-Track
✚ Tags: Professional development, 21st century skills, Vertical alignment, Planning	Dolan and Hanna			Not started
✚ Integrate the idea of safe, match, and reach skills into teacher PD by adding events and extended homerooms to the PD calendar. Tags: Professional development, 21st century skills, Vertical alignment, Planning, Pd planning	Dolan and Hanna	May 18, 2016	Jun 15, 2016	Not started
✚ First five weeks of 2016-2017 school year Introduce students and parents to attendance policies at back to school night, registration and during the first days of school. Identify students who exhibit habitual absenteeism and begin to follow up with with interventions and parental notifications. Begin monthly attendance incentives. Bring attendance up to 93% Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance, Attendance plan, Student attendance, Attendance rate	Attendance Team	Sep 6, 2016	Oct 7, 2016	Not started
✚ End of first quarter Continue to follow up with students demonstrating absenteeism. Write up and have students and parents sign contracts related to attendance. Continue to follow interventions and incentives plan. Maintain attendance level of 93%. Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team	Oct 10, 2016	Nov 11, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Fifteen weeks Call in parents of students demonstrating chronic absenteeism for a conference and to see how attendance has changed since the contracts were signed. Bring attendance up to 94%. Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team	Nov 14, 2016	Dec 16, 2016	Not started
✚ End of 1st semester Meet again and sign 45 day contracts with students who continue to demonstrate absenteeism. Continue to follow attendance plan. Maintain attendance at 94%. Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team	Dec 19, 2016	Feb 3, 2017	Not started
✚ Twenty five weeks Meet again with repeat offenders and continue to follow attendance plan. Bring attendance to 94.5%. Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team	Feb 6, 2017	Mar 10, 2017	Not started
✚ End of quarter three Continue to follow attendance plan. Come up with new incentives during this critical time of the year when attendance tends to be lower than normal. Maintain attendance at 94.5%. Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team	Mar 13, 2017	Apr 14, 2017	Not started
✚ Thirty five weeks Continue to follow up with chronically absent students. Raise attendance to 95%. Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attend	Attendance Team	Apr 17, 2017	May 26, 2017	Not started
✚ End of 2nd semester Create end of year events to encourage students to maintain their attendance even after finals have been completed. Maintain attendance at 95% Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team	May 29, 2017	Jun 30, 2017	Not started
✚ First five weeks of 2017-2018 school year Introduce students and parents to attendance policies at back to school night, registration and during the first days of school. Identify students who exhibit habitual absenteeism and begin to follow up with with interventions and parental notifications. Begin monthly attendance incentives. Maintain attendance at 94% Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team	Sep 5, 2017	Oct 6, 2017	Not started
✚ End of first quarter Continue to follow up with students demonstrating absenteeism. Write up and have students and parents sign contracts related to attendance. Continue to follow interventions and incentives plan. Bring attendance up to 94.5%. Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team			Not started
✚ Fifteen week Call in parents of students demonstrating chronic absenteeism for a conference and to see how attendance has changed since the contracts were signed. Maintain attendance at 94.5%. Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team			Not started
✚ End of 1st semester Meet again and sign 45 day contracts with students who continue to demonstrate absenteeism. Continue to follow attendance plan. Bring up attendance to 95% Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team			Not started
✚ Twenty five weeks Meet again with repeat offenders and continue to follow attendance plan. Maintain attendance at 95% Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team			Not started
✚ End of quarter three. Continue to follow attendance plan. Come up with new incentives during this critical time of the year when attendance tends to be lower than normal. Maintain attendance at 95%. Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team			Not started
✚ Thirty five weeks Continue to follow up with chronically absent students. Maintain attendance at 95%. Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team			Not started
✚ End of 2nd semester Create end of year events to encourage students to maintain their attendance even after finals have been completed. Maintain attendance at 95% Tags: Attendance, On track, Freshman on-track, Sophomore on-track, MTSS, Attendance	Attendance Team			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.

> Parents will be invited and prepared for access to conversations about their own involvement and school improvement through informational meetings and sessions at all school events. The invitation to said events, by means of all-call, handouts, direct calls from teachers, direct calls from other parents (in the future) will offer a variety of ways to participate in the event. An option will exist that represents the needs or means of the parents at various levels of investment or knowledge. Options for parents to learn, execute, or teach other parents will eventually exist at every school event. A recap meeting of parent stakeholders will also take place once capacity and involvement are built.
>
> Parents will also participate in surveys and or interviews at parent events that will give school stakeholders information regarding parent opinion and voice.
>
> Student Voice Committee plans to involve themselves in the outreach to parents based on a service learning project in which they research the effect of parent involvement on the outcomes of school metrics and community environment.
>
> The LSC is very involved with the the joint development, review, and revision of school plans and policies. Friday morning coffee talks with parents are held at school and allow opportunities for the community, teachers, and administration to discuss school-related topics and to address any concerns. Parent surveys are given to parents as needed to garner feedback about current and new policies and initiatives.

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

The initial meeting will take place at the time of the first parent night. Additional meetings will take place at strategic points throughout the year when Alcott hosts student event nights.

Curriculum Night held at the onset of the school year for parents to get to know the school, curriculum, and teachers. Academic, behavioral, and social-emotional expectations are also discussed at Curriculum Night.

New Student Family Orientation held at the beginning of school for new families to meet the administration and classroom teachers and to become familiar with the school.

Parent Mentoring: Families new to Alcott are partnered with veteran families who help welcome them, provide information and answer questions, and build friendships as a means to build community and guide adjusting to a new school.

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.

Alcott does not receive Title I funding.

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.

We always respond to requests to meet. We are building our communication methods to include various two-way communication methods (By various, we mean that if an all-call goes out to parents, the all-call will always include multiple avenues by which parents can respond). Communication are offered bilingually on behalf of our Spanish speaking families.

Friday morning coffee talks with parents are held at school and allow opportunities for the community, teachers, and administration to discuss school-related topics and to address any concerns. Parent surveys are given to parents as needed to garner feedback about current and new policies and initiatives.

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.

Reports are mailed out to parents after every State assessment.

NWEA, Dibels, mClass Math, TRC, and PARCC results shared with parents as results become available. Parents were given opportunity to participate in the NWEA seminar to become familiar with the assessment, how to interpret results, and how to use data to support their children at home.

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 do not have any teachers who are not "highly qualified" in their content area.

All teachers are highly qualified; upon parent requests, administration sends notification about teacher credentials.

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.

N/A

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.

Parents will have opportunities to learn general content and skills at all curriculum nights. There will also be a station for parents to learn how to use google applications and set up the triggers on IMPACT.

Case manager works closely with 7-8 grade families about academic assessments and their effect on student learning and progress into high school. Parent sessions are offered for families to understand and advise about applying to high schools. Parents were given opportunity to participate in the NWEA seminar to become familiar with the assessment, how to interpret results, and how to use data to support their children at home.

Teachers conference with parents about specific interventions that can be implemented at home to improve student progress.

Teachers review TRC and informal assessment data with parents during parent teacher conferences; however, teachers meet with families consistently and frequently if there are remediation concerns.

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.

We will include a fall session for a parent night. Methods for communicating about 21st century skills in all parent-teacher, teacher-student, and student-parent will be taught and practiced at the informational meeting.

Teacher representative on FOA and LSC communicate the parents' ideas and/or concerns to the remainder to the staff. FOA, LSC, teachers, and admin work collaboratively to find solutions to concerns and promote a culture of community through ongoing dialogue, school events, and meetings.

Room parents are actively involved in the classrooms and support teachers with classroom events, parties, field trips, and presentations.

FOA provides monetary allocations to teachers for classroom and/or curriculum needs. Parents painted the entire school and main office during the summer. Parents wrote and received a grant to receive $750,000 for the outdoor field. Yearly auction is a time for parents, teachers, and staff to come together as a community and promote funding for the school. Fall Fest is a well-attended event by Alcott families, teachers, and staff to build ties.

All teachers have a website component to communicate with families and teachers consistently correspond with families through conferences, phone calls, and e-mails.

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.

Alcott College Prep is a high school so we do not have partnerships with any of these programs. However, we have a rich partnership with the Boys and Girls Club that shares are building and collaborates with us on school clubs and events.
Battle of Books is a parent run reading competition run by parents.
Parent run reading club for students during their lunch/recess times if they choose to participate.
Parent readers in the classroom in primary grades.
Scientist of the week is a parent-led activity for students to have their parents lead a science experiment in the classroom.
Parents oversee, plan, and run the Scholastic Book Fair for teachers and students.
Primary science teacher establishes a weekly parent volunteer schedule to assist with hand-on inquiry-based experiments throughout the school day.

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.

Major communications are bring translated into spanish in response to our population. Highly academic jargon is being broken down for parents. All-calls are translated into Spanish per family's request in the system.
Weekly Newsletter goes to entire community about Alcott happenings and upcoming events and activities.
Teacher Newsletter sent home weekly and/or monthly for ongoing communication purposes.
Teacher Websites updates daily about classroom happenings, acknowledging and recognizing students and reminding families about upcoming events.
Community Mailer sent for any timely info that needs to be sent out.
Coffee Talk with parents sharing the info about upcoming events.
Outside board on playground serves as reminder to families.

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.)

Alcott's mission is to educate students to become innovative leaders, engaged citizens and lifelong learners. Our students will be wise, creative, critical thinkers and will take responsibility for their own learning at every age.

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.

Report-card pick-up
Family requests. Or school request. Regularly scheduled IEP meetings on Wednesdays.
CPS Scheduled Conferences; Teachers meet with parents frequently after school and during their preps to address concerns.
IEP meetings are well-attended by families, teachers, and all support staff.

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

5 week marking periods: i.e. progress reports, report cards, transcripts, Impact triggers, Failure Report letters. Teacher calls home first. Email.
Progress reports go out as mandated on CPS calendar.
Teachers make phone calls and schedule conferences continually and consistently to keep families informed on their child's progress, especially if there is a change in academics or behavior.
Failure notices are sent home as needed throughout the year, but always accompany progress reports. Remediation plans accompany any failing notices.
Parent Portal is consistently used by our families.

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

Report card pick-up. Developing place on the website that teachers are available by phone or email during ---- times. Web statement, parent handbook, letters home, orientation.
The staff is available for parents via e-mail, text messages, phone calls, conferences, Shutterfly accounts, meetings before/after school.

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.

Civics will purposely reach out to parents during service projects. We reach out to families for field trips. Other formal methods.
Parents are a tremendous resource for our school providing multiple ways to support their child's education before and after school: roomparents; parent readers in the classrooms; chaperons for field trips; leading the Walk for Wellness; assisting in the primary science classes; assisting with the school musical with props, costumes, ticket sales, and funding; organizing the Fall Fest, Auction and Fund Raiser; working collaboratively with staff to write grants; parent scientist of the week; providing infrastructure supports in summer; and writing grants.

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

Syllabi, triggers for absences, calling home, avenue. Common language or goal template of some kind.
Parents are a tremendous resource for our school providing multiple ways to support their child's education before and after school: roomparents; parent readers in the classrooms; chaperons for field trips; leading the Walk for Wellness; assisting in the primary science classes; assisting with the school musical with props, costumes, ticket sales, and funding; organizing the Fall Fest, Auction and Fund Raiser; working collaboratively with staff to write grants; parent scientist of the week; providing infrastructure supports in summer; and writing grants.

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

LSC rep. Open meetings of LSC. Developing ways to educate the family about why and how to be participants with us, and how to engage in the process.
Parents are a tremendous resource for our school providing multiple ways to support their child's education before and after school: roomparents; parent readers in the classrooms; chaperons for field trips; leading the Walk for Wellness; assisting in the primary science classes; assisting with the school musical with props, costumes, ticket sales, and funding; organizing the Fall Fest, Auction and Fund Raiser; working collaboratively with staff to write grants; parent scientist of the week; providing infrastructure supports in summer; and writing grants.

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).

BAG reports, one-on-one with the mentor/teacher
Students are involved with setting personal academic goals for themselves with guidance from their classroom teachers. Teachers hold conferences with students frequently to help set goals for academic achievement. The case manager meets with students in grades 3, 6, and 8 to ensure they stay on-track academically and to promote study skills. Students meet with the case manager and create a plan to improve their achievement if they are at risk of attending summer school.

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 increast student academic achievement through parental involvement; specify your goals.

Alcott's mission is to educate students to become innovative leaders, engaged citizens and lifelong learners. Our students will be wise, creative, critical thinkers and will take responsibility for their own learning at every age.

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.	$ 1000 .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.	$ 499 .00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 1000 .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)	$ 1000 .00

54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	1000	.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.	$	1000	.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.	$	3000	.00
53510	**Postage** Must be used for parent involvement programs only.	$	1000	.00
53306	**Software** Must be educational and for parent use only.	$	1000	.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.	$	1000	.00