

## Campus's Remediation Plan

### Overview

This remediation plan provides a scaffold for delineating a school's strategic priorities and academic performance goals towards academic performance improvement. Please submit this completed document to CPS's Office of Innovation and Incubation by January 5 as part of the Academic Warning List Process for charter school revocation or campus closure. CPS will confirm that it has received this document.

### Exit Criteria for Schools on the School Quality Rating Policy

To exit the Warning List, and thus revocation or closure, the campus must not be rated Level 3 on the School Quality Rating Policy as defined in the charter school's agreement.

### Remediation Team

Name (Print)	Title/Relationship
Erin Ferguson	CEO
Alyssa Nickow	Principal
Rebecca Siegel	Assistant Principal
Jennifer Kirmes	Principal
Matt Sugrue	Assistant Principal
Jeremy Beckford	Assistant Principal
Marcella Sims	Lead/ Resource Teacher
Anne Fine	Special Education Faculty
Russell Armstrong	Counselor/Case Manager

## Campus's Remediation Plan- Goals

### Elementary Goal Setting

Instructions: Enter your SY2014 performance data and determine your SY2015 & SY2016 goals for each metric. Note: Scores should include all students in the aggregates, including English Language Learners.

### Exit Criteria for Schools on the School Quality Rating Policy

To exit the Warning List, and thus revocation or closure, the campus must not be rated Level 3 on the School Quality Rating Policy as defined in the charter school's agreement.

### Assessments

All Grades	SY2014 Score	SY2015 Goal	SY2016 Goal	All Grades	SY2014 Score	SY2015 Goal	SY2016 Goal
NWEA- Reading Growth Percentile	29.0	40.0	50.0	NWEA- Math Growth Percentile	27.0	40.0	50.0
NWEA- Reading Priority Group A Growth Percentile	29.0	40.0	50.0	NWEA- Math Priority Group A Growth Percentile	27.0	40.0	50.0
NWEA- Reading Priority Group B Growth Percentile		35.0	45.0	NWEA- Math Priority Group B Growth Percentile	28.0	40.0	50.0
NWEA- Reading % M/E National Avg Growth Norms	60.0	55.0	65.0	NWEA- Math % M/E National Avg Growth Norms	60.0	55.0	65.0
NWEA- Reading Attainment Percentile	14.0	11.0	16.0	NWEA- Math Attainment Percentile	16.0	8.0	30.0
ACCESS % Making Sufficient Annual Progress							

### Climate & Culture

All Grades	SY2014 Rate	SY2015 Goal	SY2016 Goal	All Grades	SY2014 Rate	SY2015 Goal	SY2016 Goal
<b>Attendance Rate</b>				<b>Data Quality Index</b>			
Average daily attendance rate	91.0	94.0	95.0	Measurement of data quality	99.0	99.0	99.0
<b>5 Essentials</b>							
School Rating on the 5Es	Not yet organized	Moderately Organized	Moderately Organized				

## Campus's Remediation Plan- Goals

### High School Goal Setting

Instructions: Enter your SY2014 performance data and determine your SY2015 & SY2016 goals for each metric. Note: Scores should include all students in the aggregates, including English Language Learners.

### Exit Criteria for Schools on the School Quality Rating Policy

To exit the Warning List, and thus revocation or closure, the campus must not be rated Level 3 on the School Quality Rating Policy as defined in the charter school's agreement.

### Assessments

All Grades	SY2014 Score	SY2015 Goal	SY2016 Goal	All Grades	SY2014 Score	SY2015 Goal	SY2016 Goal
EPAS- Reading Growth Percentile	8.0	50.0	70.0	EPAS- Math Growth Percentile	8.0	50.0	70.0
EPAS- Reading Priority Group A Growth Percentile	8.0	50.0	70.0	EPAS- Math Priority Group A Growth Percentile	8.0	50.0	70.0
EPAS- Reading Priority Group B Growth Percentile		50.0	70.0	EPAS- Math Priority Group B Growth Percentile		50.0	70.0
EPAS- Reading Attainment Percentile	14.0	20.0	25.0	EPAS- Math Attainment Percentile	14.0	20.0	25.0

### Climate & Culture

All Grades	SY2014 Rate	SY2015 Goal	SY2016 Goal	All Grades	SY2014 Rate	SY2015 Goal	SY2016 Goal
<b>Attendance Rate</b> Average daily attendance rate	91.0	92.0	95.0	<b>Freshman on Track Rate</b>	71.7	80.0	90.0
<b>1-Year Dropout Rate</b>	3.4	2.0	2.0	<b>4-Year Cohort Graduation Rate</b>	n/a	n/a	95.0
<b>College/Career Credit</b> % of 3+ AP, 4+ IB, college credit, career credential	n/a	n/a	80.0	<b>College Enrollment Rate</b>	n/a	n/a	99.0
<b>College Persistence Rate</b>	n/a	n/a	n/a	<b>Data Quality Index</b> Measurement of data quality	99.1	100.0	100.0
<b>5 Essentials</b> School Rating on the 5Es	Not yet organized.	Moderately Organized	Moderately Organized				

## Campus's Remediation Plan- Strategic Priorities

### Strategic Priorities

**Instructions:** Write in your Mission Statement. Develop 3 - 5 strategic outcomes you will focus on over the next year. Provide a plan using these guiding questions: What strategies (student achievement, school effectiveness framework, etc.) will you use to reach that outcome? How will this plan be monitored for progress towards achievement? How does this priority help you to achieve your goal of exiting the Warning List? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Strategic Priorities

#	Desired Outcome: Write the outcome you are aiming for.	Plan: Write your plan to achieve the desired outcome.	Progress Tracking: Write how you will measure your progress
Guidance	Outcomes should be SMART: specific, measurable, attainable, relevant, and time bound. They should align with the specific goals set on the previous tabs.	Plans should detail what strategies you will be using to reach the desired outcome.	This section should detail the form and frequency of the monitoring that you will use to track your progress in implementing your plan to reach the desired outcome.
1	Amandla students will show growth at the 50th percentile or above on EPAS Reading assessments.	<ol style="list-style-type: none"> <li>1. Develop and train teachers in one research-based schoolwide literacy strategies (i.e. close reading) each academic quarter.</li> <li>2. Incorporate literacy in all science, social studies, and elective courses</li> <li>3. Increase text rigor, complexity, and variety across all courses.</li> <li>4. Celebrate and encourage literacy in our school community</li> </ol>	<p><b>Outcome monitoring:</b>                      Quarterly EPAS-aligned interim exams in reading.                      Mid-Year EPAS</p> <p><b>Plan Monitoring:</b>                      1. Weekly review of lesson plans and classroom observations targeting that quarter's strategy. Monthly PD to share best practices &amp; reflections related to specific strategy                      2. Weekly review of lesson plans and classroom observation for evidence of high-quality literacy instruction across disciplines.                      3. Review of course text lists and monthly check-ins with teachers as well as review of plans and classroom observations to ensure fidelity of instruction to list.                      4. Observations of reading as required component of daily schoolwide advisory program. Caught with a book awards.</p>
2	Amandla students will show composite growth at the 50th percentile or above on EPAS assessments.	<ol style="list-style-type: none"> <li>1. Review/revise long-term plans to ensure alignment with EPAS and CCSS.</li> <li>2. Develop CRS and CCSS aligned unit plans and formative and summative assessments for every course.</li> <li>3. Have teachers write and submit detailed daily lesson plans that include an objective-aligned exit ticket</li> <li>4. Track exit ticket performance data as well as quiz and test data</li> <li>5. Constantly analyze student-level data collected in step four to inform instruction at the daily and unit level.</li> </ol>	<p><b>Outcome monitoring:</b>                      Quarterly EPAS-aligned interim exams                      Mid-Year EPAS</p> <p><b>Plan Monitoring:</b>                      1. Review of plans with focus on rigor/alignment                      2. Review of plans and assessments. .                      3. Weekly review of plans and classroom observations for fidelity of instruction to plan.                      4. Weekly review of trackers                      5. Bi-weekly data analysis conversations in departments.</p>
3	Amandla will have a freshman on track rate of 80% or higher	<ol style="list-style-type: none"> <li>1. Reduce 9th grade class sizes</li> <li>2. Develop common classroom management and culture strategies for all 9th grade teachers</li> <li>3. Implement an FOT awareness campaign through 9th grade advisory so that students know what on-track is and why it matters</li> <li>4. Create opportunities for student reflection and progress monitoring related to FOT through our advisory program</li> <li>5. Provide mentoring opportunities and on-track incentives as necessary to maximize the number of students on-track.</li> </ol>	<p><b>Outcome monitoring:</b>                      Bi-weekly progress report checks and on-track calculations</p> <p><b>Plan Monitoring:</b>                      1. Review 9th grade master schedule at the start of each quarter to ensure that they have been minimized to the greatest extent possible                      2. Classroom observations to check for implementation of common strategies                      3. Review of advisory plans and pop-ins to check implementation, random student interviews to check to awareness                      4. Review of advisory plans and pop-ins to check implementation, random student interviews to check to awareness                      5. Bi-weekly FOT data analysis with 9th grade team</p>
4	Amandla will have an average daily attendance rate of 92% or higher	<ol style="list-style-type: none"> <li>1. Monitor attendance daily, making phone calls to all absent students before 11am.</li> <li>2. Convene a truancy task force to provide targeted, individualized interventions to all students with an attendance rate below 80%</li> </ol>	<p><b>Outcome Monitoring:</b>                      Weekly check of dashboard's ADA percentage</p> <p><b>Plan Monitoring</b>                      1. Daily checking of absence list and Main Office call log.                      2. Principal attendance at and participation in weekly truancy task force.</p>

5	Amanda's Diverse Learners will show composite growth at the 50th percentile or above on EPAS assessments.	<ol style="list-style-type: none"> <li>1. Create and implement counselors, clinicians, to</li> <li>2. CARE Team to conduct students' struggles and aligned, individualized i</li> </ol>	<p>am of teachers, referrals for support.</p> <p>e analysis of referred ement, and monitor plans</p>	<p><b>Outcome Monitoring:</b>  Quarterly EPAS-aligned interim exams - disaggregated by IEP status  Mid-Year EPAS - disaggregated by IEP status</p> <p><b>Plan Monitoring</b>  1. Weekly review of CARE Team meeting minutes and summary email and check-in with CARE Team lead  2. Weekly review of CARE Team intervention and outcome tracker</p>
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## Campus's Remediation Plan- Strategic Priorities

### Strategic Priorities

**Instructions:** Write in your Mission Statement. Develop 3 - 5 strategic outcomes you will focus on over the next year. Provide a plan using these guiding questions: What strategies (student achievement, school effectiveness framework, etc.) will you use to reach that outcome? How will this plan be monitored for progress towards achievement? How does this priority help you to achieve your goal of exiting the Warning List? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Strategic Priorities

#	Desired Outcome: Write the outcome you are aiming for.	Plan: Write your plan to achieve the desired outcome.	Progress Tracking: Write how you will measure your progress
Guidance	Outcomes should be SMART: specific, measureable, attainable, relevant, and time bound. They should align with the specific goals set on the previous tabs.	Plans should detail what strategies you will be using to reach the desired outcome.	This section should detail the form and frequency of the monitoring that you will use to track your progress in implementing your plan to reach the desired outcome.
1	Amandla students will show growth at the 40th percentile or above on NWEA Reading assessments.	Targeted focus on CCSS shifts, specifically: Literacy - Text complexity & close reading; Improved data driven instruction using Acuity software to ensure that assessment items are common core aligned and teachers have accurate distractor analysis.	<p><b>Outcome monitoring:</b> Quarterly CCSS-aligned interim exams in reading and STAR Testing. Mid-Year NWEA</p> <p><b>Plan Monitoring:</b> 1. Weekly review of planning documents and classroom observations targeting alignment between instruction &amp; standards. Monthly PD focused on CCSS aligned planning and instructional strategies 2. Weekly review of lesson plans and classroom observation for evidence of high quality instruction &amp; formative assessment 3. Review of unit planners and quarterly check-ins with teachers to ensure alignment of standards, planning, instruction, and assessment. 4. <u>Data-driven conversations bi-weekly at grade-level meetings</u></p>
2	Amandla students will show growth at the 40th percentile or above on NWEA Math assessments.	Math - Conceptual understanding & paring back Illinois State Standards not covered in CCSS; Improved data driven instruction using Acuity software to ensure that assessment items are common core aligned and teachers have accurate distractor analysis.	<p><b>Outcome monitoring:</b> Quarterly CCSS-aligned interim exams in reading and STAR Testing. Mid-Year NWEA</p> <p><b>Plan Monitoring:</b> 1. Weekly review of planning documents and classroom observations targeting alignment between instruction &amp; standards. Monthly PD focused on CCSS aligned planning and instructional strategies 2. Weekly review of lesson plans and classroom observation for evidence of high quality instruction &amp; formative assessment 3. Review of unit planners and quarterly check-ins with teachers to ensure alignment of standards, planning, instruction, and assessment. 4. <u>Data-driven conversations bi-weekly at grade-level meetings</u></p>
3	Amandla students will show growth at the 40th percentile or above on NWEA Reading assessments.	Science & Social Studies - Reading Informational texts & using reading to acquire knowledge. Improved data driven instruction using Acuity software to ensure that assessment items are common core aligned and teachers have accurate distractor analysis.	<p><b>Outcome monitoring:</b> Quarterly CCSS-aligned interim exams in reading and STAR Testing. Mid-Year NWEA</p> <p><b>Plan Monitoring:</b> 1. Weekly review of planning documents and classroom observations targeting alignment between instruction &amp; standards. Monthly PD focused on CCSS aligned planning and instructional strategies 2. Weekly review of lesson plans and classroom observation for evidence of high quality instruction &amp; formative assessment 3. Review of unit planners and quarterly check-ins with teachers to ensure alignment of standards, planning, instruction, and assessment. 4. <u>Data-driven conversations bi-weekly at grade-level meetings</u></p>

4	Amandla will have an average daily attendance rate of 94% or higher	Adding structure to the morning & afternoon advisory. Outreach to repeatedly absent families including phone calls and home visits	<p><b>Outcome Monitoring:</b> Weekly check of dashboard's ADA percentage</p> <p><b>Plan Monitoring</b></p> <ol style="list-style-type: none"> <li>1. Daily checking of absence list and Main Office call log.</li> <li>2. Observation of morning &amp; afternoon advisory for fidelity to newly created structures</li> </ol>
5	Amandla will have a rating of Neutral or higher on the "Supportive Environment" measures of the 5 essentials.	5 Essentials + Tracking of Exclusionary Discipline: PBIS Implementation across all classrooms with a focus on improving Tier 1 and 2 interventions & connecting Tier 3 interventions to functions of student behavior.	<p><b>Outcome Monitoring:</b> Internal surveying of teachers and students using similar statements to 5 Essentials</p> <p><b>Plan Monitoring</b></p> <ol style="list-style-type: none"> <li>1. Tracking of exclusionary disciplinary action using TRENDS software</li> <li>2. Observation and coaching of teachers focused on restorative practices and PPI strategies for classroom management</li> <li>3. Quarterly PD related to behavioral issues identified by TRENDS software</li> <li>4. Tier 2 and 3 intervention planning and monitoring at bi-weekly grade level meetings</li> </ol>

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### Exit Criteria for Schools on the School Quality Rating Policy

To exit the Warning List, and thus revocation or closure, the campus must not be rated Level 5 on the School Quality Rating Policy as defined in the charter school's agreement.

### Remediation Team

Name (Print)	Title/Relationship
Rodney Hull	Director (Principal)
Nicole Williams	Case Manager
Tonda Simmons	Counselor
Victoria Jackson	Curriculum Resource Teacher (CRT)
Jaclyn Neises	Curriculum Speicalist (CS)
Erin Lanoue	Regional Director of Education



## Campus's Remediation Plan- Goals

### Elementary Goal Setting

Instructions: Enter your SY2014 performance data and determine your SY2015 & SY2016 goals for each metric. Note: Scores should include all students in the aggregates, including English Language Learners.

### Exit Criteria for Schools on the School Quality Rating Policy

To exit the Warning List, and thus revocation or closure, the campus must not be rated Level 5 on the School Quality Rating Policy as defined in the charter school's agreement.

### Assessments

All Grades	SY2014 Score	SY2015 Goal	SY2016 Goal	All Grades	SY2014 Score	SY2015 Goal	SY2016 Goal
NWEA- Reading Growth Percentile	1.0	40.0	60.0	NWEA- Math Growth Percentile	4.0	40.0	60.0
NWEA- Reading Priority Group Growth Percentile	7.0	40.0	60.0	NWEA- Math Priority Group A Growth Percentile	4.0	40.0	60.0
NWEA- Reading Attainment Percentile	7.0	12.0	20.0	NWEA- Math Attainment Percentile	4.0	10.0	15.0
NWEA- Reading and Math M/E national growth Attainment Percentile	43.3	60.0	80.0	NWEA- Reading and Math M/E national growth Attainment Percentile	43.3	60.0	80.0
ACCESS % Making Sufficient Annual Progress	N/A	N/A	N/A				

### Climate & Culture

All Grades	SY2014 Rate	SY2015 Goal	SY2016 Goal	All Grades	SY2014 Rate	SY2015 Goal	SY2016 Goal
<b>Attendance Rate</b> Average daily attendance rate	91.0	93.0	94.0	<b>Data Quality Index</b> Measurement of data quality	98.4	99.0	99.0
<b>5 Essentials</b> School Rating on the 5Es	Not yet organized	Partially Organized	Organized				

## Campus's Remediation Plan- Goals

### High School Goal Setting

Instructions: Enter your SY2014 performance data and determine your SY2015 & SY2016 goals for each metric. Note: Scores should include all students in the aggregates, including English Language Learners.

### Exit Criteria for Schools on the School Quality Rating Policy

To exit the Warning List, and thus revocation or closure, the campus must not be rated Level 3 on the School Quality Rating Policy as defined in the charter school's agreement.

### Assessments

All Grades	SY2014 Score	SY2015 Goal	SY2016 Goal	All Grades	SY2014 Score	SY2015 Goal	SY2016 Goal
EPAS- 9th Grade Explore Growth Percentile	1.0	40.0	60.0	EPAS- 9th Grade Explore Attainment Percentile	5.0	10.0	15.0
EPAS- 10th Grade Plan Growth Percentile	2.0	40.0	60.0	EPAS- 10th Grade Plan Attainment Percentile	10.0	15.0	20.0
EPAS- 11th Grade ACT Growth Percentile	34.0	60.0	80.0	EPAS- 11th Grade ACT Attainment Percentile	7.0	10.0	15.0
EPAS- Whole School Growth Percentile	7.0	40.0	60.0	EPAS- Whole School Attainment Percentile	7.0	10.0	15.0
EPAS- Priority Group Growth Percentile	7.0	40.0	60.0	EPAS- Priority Group Attainment Percentile	7.0	10.0	15.0

### Climate & Culture

All Grades	SY2014 Rate	SY2015 Goal	SY2016 Goal	All Grades	SY2014 Rate	SY2015 Goal	SY2016 Goal
<b>Attendance Rate</b> Average daily attendance rate	86.0	92.0	95.0	<b>Freshman on Track Rate</b>	33.0	90.0	95.0
<b>1-Year Dropout Rate</b>	15.0	5.0	3.0	<b>4-Year Cohort Graduation Rate</b>	95.0	95.0	95.0
<b>College/Career Credit</b> % of 3+ AP, 4+ IB, college credit, career credential	N/A	N/A	n/A	<b>College Enrollment Rate</b>	44.0	55.0	75.0
<b>College Persistence Rate</b>	33.0	50.0	65.0	<b>Data Quality Index</b> Measurement of data quality	98.4	99.0	99.0
<b>5 Essentials</b> School Rating on the 5Es	Not yet organized	Somewhat Organized	Organized				

## Campus's Remediation Plan- Strategic Priorities

### Strategic Priorities

**Instructions:** Write in your Mission Statement. Develop 3 - 5 strategic outcomes you will focus on over the next year. Provide a plan using these guiding questions: What strategies (student achievement, school effectiveness framework, etc.) will you use to reach that outcome? How will this plan be monitored for progress towards achievement? How does this priority help you to achieve your goal of exiting the Warning List? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

**Mission:** The mission of CICS Larry Hawkins is provide a rigorous, college preparatory academic program that challenges all students to reach their maximum potential. We will provide an environment of excellence, responsibility, and diversity that fosters intellectual, social, and technological skills accomplished through professional development, structured learning experiences and parental support.

### Strategic Priorities

#	Desired Outcome: Write the outcome you are aiming for.	Plan: Write your plan to achieve the desired outcome.	Progress Tracking: Write how you will measure your progress.
Guidance	Outcomes should be SMART: specific, measurable, attainable, relevant, and time bound. They should align with the specific goals set on the previous tabs.	Plans should detail what strategies you will be using to reach the desired outcome.	This section should detail the form and frequency of the monitoring that you will use to track your progress in implementing your plan to reach the desired outcome.
1	NWEA Reading Growth & Attainment	<p>HS/EPAS - Use Academic Approach to provide practice ACT exams, analyze data and PD for the 9th-11th grade teachers. Elementary/NWEA - Implement instructional coaching model, addition of Curriculum Resource Teacher (CRT) to support classroom instruction, model lessons and provide professional development. Implement Reading Plus supplemental software to provide targeted assistance for students below grade level.</p> <p>Using NWEA, student growth will increase from the 1st percentile to the 40th percentile in reading. Using EPAS, the whole school percentile will increase from the 7th to the 40th percentile.</p>	<p>Review last years' EPAS performance with Academic Approach (August); Review Spring NWEA data with teachers during summer PD (August 4-18) to begin lesson plan development; Review Fall NWEA data to assess summer slide and analyze strengths/areas of need for new students (October); Review Winter NWEA data to assess growth from Fall to Winter assessments (February); analyze percent of students projected to meet growth targets and areas where program needs to be modified/updated (February); Schedule PD for Teachers throughout the year (ongoing); Schedule Data Chats with Teachers (quarterly); Create Data Chats Protocol for Teachers and Students (August); Display Data Charts School-Wide (after each assessment); Implement Reading Plus supplemental software (January-June); Students begin using Reading Plus during day and afterschool and Saturday School (January-June); Modify schedule to allow for targeted reading/math/science instruction in small group pull outs (January); and provide NWEA boot camp (December and April).</p> <p>Progress will be tracked using Common Monthly Assessments; EPAS interim assessments and NWEA.</p>
2	NWEA Math Growth & Attainment	<p>For EPAS - Use Academic Approach to provide practice ACT exams, analyze data and PD for the 9th-11th grade teachers. For Elementary - Implement instructional coaching model, addition of Curriculum Resource Teacher (CRT) to support classroom instruction, model lessons and provide professional development. Implement Think Through Math supplemental software to provide targeted assistance for students below grade level.</p> <p>Using NWEA, student growth will increase from the 4th percentile to the 40th percentile in math. Using EPAS, the whole school percentile will increase from the 7th to the 40th percentile.</p>	<p>Review last years' EPAS performance with Academic Approach (August); Review Spring NWEA data with teachers during summer PD (August 4-18) to begin lesson plan development; Review Fall NWEA data to assess summer slide and analyze strengths/areas of need for new students (October); Review Winter NWEA data to assess growth from Fall to Winter assessments (February); analyze percent of students projected to meet growth targets and areas where program needs to be modified/updated (February); Schedule PD for Teachers throughout the year (ongoing); Schedule Data Chats with Teachers (quarterly); Create Data Chats Protocol for Teachers and Students (August); Display Data Charts School-Wide (after each assessment); Follow up with teachers by modeling (ongoing); Implement Think Through Math supplemental software (January-June); Students begin using Think Through during day and afterschool and Saturday School (January-June); Modify schedule to allow for targeted reading/math/science instruction in small group pull outs (January); and NWEA boot camp (December and April).</p> <p>Progress will be tracked using Common Monthly Assessments; EPAS interim assessments and NWEA.</p>
3	College Readiness	Maintain 2013-2014 procedures (notices, Google docs, etc) and quality of documents (use of rubric). New staff will be trained and supported by counselor. Increase visits to college campuses and introduce college visits with junior academy students.	<p>Existing counselor will train new counselor on PowerSchool, Naviance, IMPACT and other student information/tracking systems (July); identify and schedule college visits for students in grades 7-11 (quarterly); assist students in completing college applications, essays and FAFSA forms (deadline January); host parent and student meetings to review the process and provide guidance (October-December); review Naviance data, collect college acceptance letters and scholarship awards and ensure accurate entry into Naviance (monthly); Specials teachers and English teachers work collaboratively to assist students with college essays and application process (October-December); and work with students and families throughout the year and emphasize the importance of going to college.</p> <p>Progress will be tracked using student college acceptance letters and financial award letters; FAFSA compliance and student intent to enroll in college in the fall.</p>

4	On Track/Attendance Rates	Improve freshman on track and average daily attendance rates by creating a culture where students want to go to school and achieve. Low teacher to student ration and dedicated counselor will create an atmosphere where all students feel safe.	Review transcripts of all students (August); schedule studnets for credit recovery as needed and track their success/progres in the program (ongoing); meet with students to review their on track rates and proress toward graduation (every 5 weeks); run attendance reports (weekly); ensure follow up phone calls are made to all students that are absent (ongoing); conduct home visits if unable to contat parent (as needed); and provide awards/incentives to students who are succeeding academically (quarterly).
5	Optional		

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### Remediation Team

Name (Print)	Title/Relationship
Danielle Robinson	Principal
Monica Reynolds	Instructional Coach
Jonathan Speller	Dean of School Culture
Tahirah Thompson	School Operations Manager
Eboni Sloane	Campus Test Coordinator
Makita Kheperu	Network Chief Instructional Officer
Sharon Taylor	Director of Curriculum and Instruction
Jocelyn Mills	Upper School Reading Teacher
Tomorrah Howard	Upper School Math Teacher
Tiffany Lewis	Special Education Case Manager
Ama Thompson	Academic Support Coordinator

## Campus's Remediation Plan- (

### Elementary Goal Setting

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### Assessments

All Grades	SY2014 Score	SY2015 Goal	SY2016 Goal	All Grades	SY2014 Score	SY2015 Goal	SY2016 Goal
NWEA-Reading Growth Percentile	1.0	10.0	20.0	NWEA-Math Growth Percentile	20.0	30.0	40.0
NWEA-Reading Priority Group A (Afr. American) Growth Percentile	1.0	10.0	20.0	NWEA-Math Priority Group A (African American) Growth Percentile	20.0	30.0	40.0
NWEA-Reading Priority Group B Growth Percentile	N/A	N/A	N/A	NWEA-Math Priority Group B Growth Percentile	N/A	N/A	N/A
NWEA-% M/E National Avg Growth Norms	59.5	65.0	75.0				
NWEA-Grade Reading Attainment Percentile	2.0	10.0	20.0	NWEA-Math Attainment Percentile	4.0	10.0	20.0
ACCESS % Making Sufficient Annual Progress	N/A	N/A	N/A				

### Climate & Culture

All Grades	SY2014 Rate	SY2015 Goal	SY2016 Goal	All Grades	SY2014 Rate	SY2015 Goal	SY2016 Goal
<b>Attendance Rate</b> Average daily attendance rate	93.2	95.0	96.0	<b>Data Quality Index</b> Measurement of data quality	91.2	95.0	99.0
<b>5 Essentials</b> School Rating on the 5Es	2.0	3.0	4.0				

## Campus's Remediation Plan- Strategic Priorities

### Strategic Priorities

**Instructions:** Write in your Mission Statement. Develop 3 - 5 strategic outcomes you will focus on over the next year. Provide a plan using these guiding questions: What strategies (student achievement, school effectiveness framework, etc.) will you use to reach that outcome? How will this plan be monitored for progress towards achievement? How does this priority help you to achieve your goal of exiting the Warning List? **Tip: When entering text, press Alt+Enter to start a new paragraph.**

### Strategic Priorities

#	Desired Outcome: Write the outcome you are aiming for.	Plan: Write your plan to achieve the desired outcome.	Progress Tracking: Write how you will measure your progress
Guidance	Outcomes should be SMART: specific, measurable, attainable, relevant, and time bound. They should align with the specific goals set on the previous tabs.	Plans should detail what strategies you will be using to reach the desired outcome.	This section should detail the form and frequency of the monitoring that you will use to track your progress in implementing your plan to reach the desired outcome.
1	Replace 75% of the teaching staff with higher quality instructional professionals by the fall of 2015.	Development of a relationship with Chicago State University's teacher preparation program to create a pipeline for high quality new teachers from their institution to ours; expanded attended job fairs to INCS, Chicago State University, Teach For America, and the CPS sponsored teacher fairs at the McCormick Place; collection of resumes and post job openings on Career Builder via the Internet; Teacher applicants now required to submit student achievement data as evidence of teacher effectiveness.	We have increased the number of veteran teachers. Three of the new teachers have ten years or more teaching experience. In an attempt to develop and cultivate inexperienced teachers who possess talent, content expertise and energy two Teach For America teachers and one University of Chicago teacher have been hired along with an instructional coach to support and develop our new staff. We expect the veteran teachers to have an immediate positive impact on student growth, while anticipating all of our teachers new and veteran teachers to be able to impact student performance through coaching and development. All core subjects in all grades are taught by highly qualified teachers. We have increased the our number of high qualified teachers by 5% as well as hired a highly qualified campus level Arts & Humanities teacher/coordinator to improve student engagement through the arts. Each teacher will be evaluated for effectiveness three times during the school year using student performance growth and achievement data.
2	Using the Danielson Framework, by December 2015, 100% of the teaching faculty will be proficient in executing reading and math instruction that is differentiated by instructional levels, and designed based on student interest and student assessment data. Teachers will work in grade cluster teams to implement cycles of inquiry that result in changes in instructional practice in response to academic and socio-emotional data.	All staff will participate in bi-weekly 3 hour professional development sessions: Differentiation (2 sessions), Depth of knowledge (1 session,) backwards design (1 session), corrective instruction (2 sessions), PARCC (2 sessions), SPED Co-teaching (2 sessions), data analysis (4 sessions). The new principal is now matriculating through the New Leaders program, which is bringing greater support for teacher development.	Teachers will be observed 4 times a month (twice by the instructional coach and twice by the campus principal). Observations will immediately be followed by coaching and feedback sessions. The tools to guide the observations are the Best Practices checklist and observation goal specific tools such as Task Analysis Assessment, Question and Discussion Quality Tools and Culture and Climate Tools. Teachers will also participate in regular peer observations. Assessments are evaluated for rigor using Hess's Depth of Knowledge Matrix and rubrics. There is also required implementation of best practices learned in PD sessions. Central office will monitor activities and impact of grade cluster data meetings.
3	BASA's Reading Growth Percentile will increase to a minimum of the 10th percentile by the Spring of 2015 according to the NWEA growth percentile.	Benchmark assessments are now administered every six weeks. Data will continue to be analyzed by teaching staff within one week, followed by teacher created corrective instructional plans based on analysis of student data. The instructional coach supports teachers every other week on differentiation best practices. RTI plans are in place and being executed for all tier 3 students. A school-wide 55-minute reading intervention block has been added for all students. As of the current school year, the intervention curriculum includes greater emphasis on vocabulary development (using Words Their Way), in response to NWEA results, Acuity diagnostic assessments, and the shift to the PARRC assessment. In addition to vocabulary development, comprehension supplements include Reading Plus and Study Island have been and will continue to be expanded. We are now using Acuity to do a standards level analysis of improvement and Reading A-Z to ensure students have access to a sufficient amount of instructional level reading materials.	Student achievement and growth will be monitored using benchmark data from the Acuity assessment system every six weeks. There are built in progress monitoring tools with Reading Plus, Acuity, Words their Way, and Study Island. Corrective instructional plans will continue to be designed and executed based on data analysis.
4	By June 2015 the student attendance rate will increase from 92.9% to 95.0%.	1.) Attendance incentives for grade levels with the highest attendance rates and individual students with perfect attendance. Incentives include(d): Monthly attendance parties, dress down passes, and fieldtrips. 2.) Implementation of daily tracking of student absences to verify correct reporting. 3.) Implementation of family attendance contracts for students who miss more than 5 school days. 4.) Daily call to families whenever a student is absent. 5.) Transportation is now offered in response to excessive absenteeism due to non-transportation 6.) Expanded use of Kickboard, an online data tracking system, to monitor academic and socio-emotional data	Weekly review of daily attendance rate, percent of students included in monthly perfect attendance celebrations, review of weekly attendance "hot-list" for at-risk students.
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