North-Grand High School (/school-plans/590) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
02/05/2016	ILT Meeting	Begin completing the SEF completion process

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**

- State of the School Address shared with LSC and school community
- School mission posted in main hallway
- 5 Essentials – Effective Leaders - Program Coherence – VERY STRONG rating (91)
- 5 Essentials – Effective Leaders – STRONG rating (74)
- 5 Essentials – Collaborative Teachers – VERY STRONG rating (82)
- Cohesion of professional development based on PD strands: standards-based instruction, Targeted Instructional Area
- Common Planning Time for grade level teams, departments, ILT and PLT
- Partnerships with Facing History and Network for College Success to provide PD for staff; teacher and admin-led PD around our Targeted Instructional Area
- PLC norms and roles; minutes recorded; PLC agenda recommendations and schedules provided on a quarterly basis
- CIWP updated quarterly during ILT meetings and shared with LSC on a regular basis
- DDI protocol in place for midterm and final exam student performance analysis – assessing mastery of CRS and CCSS
- Principals meets with department chairs on a monthly basis for coaching sessions
- Teachers are given mid- and end- of year surveys regarding leadership capacity, ILT effectiveness, etc. Surveys used to drive decisions and make adjustments to instructional and school culture.

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**

- ILT meets weekly with structured agenda, strict norms
- All disciplines are represented on the ILT
- My Voice survey - 92% Very Strong Instructional Leadership measure
- Collaborated to create and implement school-wide TIA Assessment, including sources and rubric
- Regularly update CIWP and use to self-assess our success as a school, as well as set goals for improvement
- Organize cycles of Peer Observation
- Plan Professional Development focusing on our TIA
- Monthly NCS Leadership retreats (ILT and Collaborative Leadership)
- Teacher Teams meet weekly as Departments, as well as cross-curricular Grade Level Teams to review attendance, On-Track, Post-Secondary, and assessment data
- Voice instructional concerns of teachers not on the ILT at weekly ILT meetings
- Departments vertically and horizontally align curriculum to better meet students' academic needs
- Development and refinement of TIA on the ILT, with the input of all teachers
- Non-ILT Teachers lead PD for their peers

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**

• Quarterly Peer Observations targeting Powerful Practices to support TIA
• Collaborative Teachers - Quality Professional Development 95% (Very Strong)
• Collaborative Teachers - Collaborative Practices 84% (Very Strong)
• Collaborative Teachers - Collective Responsibility 79% (Strong)
• Grade Level Teams and Departments meet weekly to Look at Student Work, review attendance, On-Track, Post-Secondary, and assessment data
• Cross-Curricular collaboration during weekly Grade Level meetings to allow for sharing TIA practice/work/activities
• ILT members participate in Practice Based Inquiry study at other schools
• Staff members attend ILT Institutes
• Staff (ILT and Non-ILT) attend regular Network PDs that support TIA
• Despite the lack of District PD opportunities, the ILT creates opportunities for in-house professional development to support the TIA
• Administrators act as coaches through the REACH Evaluation process to support teachers as they improve their practice
• Non-ILT staff lead school-based PD that supports our TIA and Powerful Practices
• Collaborate with other NCS partner schools

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.

• Established protocol in place to ensure all students have schedules, ready for each new semester
• Established interview protocol
• Community-based organizations that partner with the school: Legacy Leaders; iMentor; Casa Central; YSP; Rincon Family Services
• Community partners join open Care Team meetings to avoid overlap of resources and gaps in services
• Developing different metrics for our partners to share and report out on, on a quarterly basis
• High teacher retention rate
• Community based organizations invited to school events
• 5 Essentials – Collaborative Teachers – VERY STRONG rating (82)
• 5 Essentials – Effective Leaders – STRONG rating (74)
• Resources allocated to support diverse learners and ELs, per CIWP and budget analysis document
• Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.
• Offer morale boosting experiences to promote positive working conditions

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

• Rubicon Curriculum - Unit Maps based on CCSS and CRS skills
• Unit Map Checklist
• Rubric for Rubicon units to assess and ensure cohesion
• Backwards Design PD
• Flowchart for planning units, pacing guides for Math curriculum
• Learning Walks to monitor implementation of TIA curriculum
• Collected and distributed data based on learning walks
• Common assessments created in course teams
• Data Driven Instruction analysis
• Instruction based on standards
• cross-curricular share outs take place weekly during GLT meetings
• From Five Essentials: STRONG rating for Ambitious Instruction
o VERY STRONG Quality of Student Discussion
o STRONG English Instruction
o STRONG Academic Press
• From Five Essentials: STRONG Effective Leaders
o VERY STRONG Program Coherence
o VERY STRONG Instructional Leadership
• From Five Essentials VERY STRONG Collaborative Teachers
• From Five Essentials: STRONG Effective Environment
o STRONG Expectations for Postsecondary Education
• 7 AP classes
• CTE classes
• 3 Dual Credit classes (Biology, Math, and English)
• Extended Algebra offered for struggling students
• After school tutoring
• Separate Instruction for core classes
• SQRP: Priority Groups of African American and Hispanic students - EPAS growth higher than 57%
• School wide implementation of TIA assessment
• Create PD for teachers in response to data analysis of TIA assessment
• Vertically aligned seminar curriculum for academic and social emotional support and growth
• Materials and resources provided in Spanish for many EL students

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-

content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
- Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
○ **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
- Focus so units can be adequately addressed in the time available.
- Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
○ **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
- Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
○ **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
- Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
○ **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
- Diverse learners to demonstrate core knowledge and skills.
- English Learners to develop academic language to demonstrate mastery.
  - Use English and native language development in addition to content standards to differentiate for English learners.
  - Understand research and implement programs to develop native language literacy for English learners.
- Advanced learners to extend core knowledge and skills.
○ **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3xneDoyYjlINGI4MmY3YTlxYTgz), etc.)**
○ **Integrate academic and social emotional learning.**
○ **Reach outside of the classroom for real world (or simulated) application. For example,**
- Incorporate web capabilities for interactivity and information sharing.
- Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

*Curriculum maps differentiated by course level (general, honors, separate instruction, AP)
*Accommodations and modifications for each instructional unit are documented within the Rubicon Atlas Curriculum Mapping System
*All unit plans contain information about texts and resources utilized
*Core texts available in Spanish at each grade level for native Spanish language support
*Laptops and projectors available to all teachers; chrome book carts and ELMOs available to each department
*6 computer labs available for student use
*Different versions of core texts available (i.e., original version of Shakespearean text; abridged version with modern translation; graphic novel with pictures to support text)
*Each core department and non-core department is allotted a budget for textbooks, supplies, equipment, etc.

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

- Departments/weekly Professional Learning Communities share and analyze student work
- ILT examines student work
- LASW incorporated into teacher led professional development
- School wide implementation of TIA assessment
- Create PD for teachers in response to data analysis of TIA assessment
- Instructional rounds and peer observations focus on implementation of TIA by examining student work
- From Five Essentials: STRONG rating for Ambitious Instruction
o VERY STRONG Quality of Student Discussion
o STRONG English Instruction
o STRONG Academic Press
- Quarterly common assessments are reviewed and approved by administration - feedback is provided to teachers
- All core courses have differentiated curriculum and assessments (separate instruction, regular, honors, AP)
- Teacher led PD on debate / discussion techniques to improve rigor
- In addition to skills-based learning, Mastery assessments are offered that assess multiple intelligences
- Mastery of standards is the most heavily weighted category in our gradebook
- AP syllabi are approved by College Board
- Percentage of students achieving dual credit (???)
- Percentage of students scoring 3 or above on AP exams (???)
- Learning materials are determined by course teams for students' needs
- Academic rigor extends to the extracurricular realm: Academic Decathlon, Debate, MIkva Challenge, CAPE fine arts programs, Timeline Theatre residency, Literary Magazine
- Following learning walks, admin acknowledges rigorous instruction through regular communication with teachers.
- Teachers participate in learning walks in other schools to evaluate rigorous learning at other schools. Observations are shared within PLCs.
- PBI - Problem Based Inquiry (Cantor and Livas)

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
  - **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
  - **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
  - Analyze models with students to build a vision of quality.
  - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
  - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

Score

1 2 **3** 4

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

• Four year seminar curriculum that is post secondary driven and scaffolds freshman through senior year.
• Use Naviance to track college applications and scholarships
• Use internal tracker to monitor fidelity of information of Naviance and District reports
• 46.4% college enrollment, 49.5% persistence, 40.1% earn 3+ on AP exams
• offer fee waivers for ACT retakes, offer COMPASS testing in school
• Offer three dual credit classes offered
• iMentor, UIC, and ISAAC partnership to assist student transition from high school to post
• My Schol, my voice – Supportive Environemtn – Expectations for postsecondary education is strong
o School-Wide future orientation – strong
• Creating a colleg going culture through visual representation of match calculator poster, staff alumni map, college banners
• In collaboration with NCS, have developed and implemented post secondary leadership team which is now in its second year.
* NGHS hosts college fairs each spring
• Have a community liaison for North-Grand High School

Guide for Transitions, College & Career Access & Persistence

- o **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.

Expectations for depth & breadth of Quality Teaching

Instruction:

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

Score

1   2   **3**   4

* 93% of teachers have scored "Proficient" or higher in Domain 1A.
* 95% of teachers have scored an overall Proficient or higher in Domain 3 (3A - 83% Proficient or higher; 3B - 70% Proficient or higher; 3C - 88% Proficient or higher; 3D - 92% Proficient or higher; 3E - 100% Proficient or higher).
* In 5 Essentials survey, the school has scored "Strong" on Ambitious Instruction, Effective Leaders and Supportive Environment and "Very Strong" scores on Collaborative Teachers.
* School's 2014-15 average SQRP score for national school growth = 43.5 percentile.
* School's 2014-15 average SQRP attainment = 17th percentile.
* Since 2012, the school has identified a consistent, school-wide Targeted Instructional Area (Critical Analysis:Identifying and Using Claims and Supporting Evidence in Reading, Writing, and Speech) and has implemented corresponding learning cycles, PD and assessments to foster growth.
* Teachers participate in reflective quarterly peer observation/learning walks, focused on our TIA.
* All teachers have common planning time and participate in weekly department and grade level meetings.
* The school utilizes Rubicon, where all curricula is stored and updated. The school has developed a standards-based unit map rubric that has been applied to all curricula, through which teachers and administration provide regular feedback.
* The school has developed a DDI protocol, which teachers and course teams complete quarterly and use to drive their planning and instruction.

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

*Tier 1 - Seminar courses at all grade levels, incorporating SEL competencies and standards; "Freshie Friday" interventions for all freshmen struggling academically, socially, etc.; attendance contracts; Check-In/Check-Out interventions for DLs and general education students (as needed); Use of school website for communication with teachers regarding academic progress; Skills-Based In School Suspension; School-wide grading policy in place; Tutoring and after-school help opportunities
*Tier 2 - Weekly student and parent conferences with counselors, case manager, BLT, administration, as needed; home visits for chronic truancy; success plans created by all teachers for students with D's and F's in 1st and 3rd quarter; Parent shadow days as needed
*Tier 3 - Through Care Team: Think First (anger management small group; CBITS (PTSD small group; clinical counseling referrals with community agencies; social work minutes; partnerships with four community agencies; CARE Team screeners used to provide specific interventions
*Owl Buddies student support group for DLs and general ed students - SEL development
*Partnerships with: Legacy Leaders, Casa Central, CAPE, iMentor, Big Brothers, Big Sisters, ASPIRA
*Personal Learning Plan completion for 46 freshmen
*Kid Talk performed weekly at grade level meetings to review failure rate data and student attendance data in order to discuss and implement individual interventions for students
*Attendance Rate - 89.9%
*FOT Rate - 94.6%
*5 Essentials - Supportive Environment, STRONG rating; Student to Teacher Trust is STRONG (75)
*5 Essentials - Ambitious Instruction, STRONG rating
*5 Essentials - Collaborative Teachers, VERY STRONG rating
*100% of teachers have earned PROFICIENT or DISTINGUISHED in REACH Doman 3E: Demonstrating Flexibility and Responsiveness
*Differentiation between regular, honors, and separate instruction course curricula; accommodations and modifications documented

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

*School-wide grading policy in place with emphasis on mastery of standards/content
*ALL teachers have formative and summative assessments documented in Rubicon Atlas Curriculum Mapping System which are aligned to CCSS/CRS, including accommodations and modifications for DLs
*Data Driven Instructional Protocol in place for collaboratively created midterm and final exams for all courses each semester
*5 Essentials - Ambitious Instruction, STRONG rating
*5 Essentials - Collaborative Teachers, VERY STRONG rating; Collaborative practices, VERY STRONG rating; Collective Responsibility, STRONG rating; Quality Professional Development, VERY STRONG rating
*5 Essentials - Supportive Environment, STRONG rating; School-wide future orientation and expectations for post-secondary education, STRONG ratings
*5 Essentials - Effective Leaders, STRONG rating; Program Coherence, VERY STRONG rating
*Unit map rubric and checklist utilized in departments for the reviewing of curricular scope and sequence/quality of units
*College Enrollment - 46.4%
*College Persistence - 49.5%
*Network for College Success Targeted Leadership Framework learning cycles implemented, including quarterly Looking At Student Work protocols, instructional rounds, peer observations, school-wide Targeted Instructional Area (TIA) assessment and data analysis; departmental TIA strategies for improving critical analysis skills
*3 CTE programs offered: Culinary Arts, PLTW, and Allied Health
*7 AP Courses and 3 Dual College Credit courses offered
*Mastery assessments include multiple measures - alternative assessments, project-based assessments, etc.
*Assessments for IEP development - Basic Reading Inventory; KEY math; ACCESS for ELs, etc.
*Successfully passed Indicator 13 audit
*Post-Secondary Leadership Team comprised of seminar teachers, counselors, post-secondary coach, admin - designed curriculum which maps college and career readiness through all seminar classes

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**

*Standards-based learning goals posted in all classrooms and communicated to students daily
*Relevance of standards-based learning objectives communicated to students daily
*Owl Pact - school-wide behavior rules - posted throughout building
*Honor roll, perfect attendance, students of the quarter, and most improved students are recognized at an awards ceremony each quarter. Students' names are published in our newsletter, and they receive certificates (and sometimes other awards; i.e., 3.0 club bracelets, etc).
*Grade level seminars to teach skills such as perseverance, resilience, organization, communication, etc.
*Students check their grades and monitor their progress in all classes during seminar class (weekly basis)
*After-school programs support academic learning (i.e., Legacy Leaders, CAPE arts program, iMentor, etc)
*Teachers utilize rubrics on midterm/final exams and for mastery assignments. Expectations for high quality work are communicated to students.
*DL teacher caseworkers monitor DLs' progress toward their individual IEP benchmark goals
*34% of teachers earned DISTINGUISHED rating for 2B: Establishing a Culture for Learning; 48% earned a PROFICIENT rating

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**

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 early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

1 2 **3** 4

- After School Matters – Life Guarding, drawing, Legacy leaders
- CAPE – dance, digital performance, improve, robotics
- ASPIRA club
- Near North Health Clinic – for health and PE after school initiatives, sports physicals, etc.
- Casa Central service learning projects
- Arts of Living through Catholic Charities
- Athletic department – Football, Volleyball, Soccer, basketball, bowling, dance, cheerleading, softball, baseball, swimming,
- Host parent night at end of sports season for input into athletics
- Club athletics – weightlifting, DREAMERS Club, Student Voice Committee, National Honor Society, Minerva Magazine, Latin American Student Organization, After School Matters – Life Guarding, drawing, Legacy leaders, Big Brothers, Big Sisters
- CAPE – dance, digital performance, improve, robotics
- My school my voice survey, Title IX sport survey
- Class and Counseling google surveys
- Naviance surveys
- Senior Exit Questionnaire
- My school, My Voice survey results – Well organized
- Restorative practices in disciplinary office and in school suspension
- Calm Classroom partnership
- Partnership with City Colleges of Chicago to provide free ESL classes to parents and community programs
- LSC student representative actively participates in LSC meetings.
* 51% of teachers earned DISTINGUISHED rating for 1B: Demonstrating Knowledge of Students; 45% earned a PROFICIENT
* School has a Student Voice Committee in place that meets with the principal regularly (SVC)

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

*47% of teachers earned a DISTINGUISHED rating for 2A: Creating an Environment of Respect and Rapport; 48% earned a PROFICIENT
*25% of teachers earned a DISTINGUISHED rating for 2C: Managing Classroom Procedures; 61% earned a PROFICIENT
*15% of teachers earned a DISTINGUISHED rating for 2D: Managing Student Behavior; 65% earned a PROFICIENT
*5 Essentials, Supportive Environment, STRONG rating (60)
*5 Essentials, Safety, WEAK rating (25)
*91% of students report feeling safe in their classes; 83% of students report feeling safe in the hallways at school
*School has experienced a decrease in OSS and Level 4-6 infractions.
*All staff have been trained in ELSA.
*Security and SECA's have been trained in CPR/AED

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.
  - Orchestrate the environment so students contribute to the management of classroom routines (e.g. transitions) without disruption of learning.
  - Arrival, dismissal, and other school-wide transitions are safe, efficient, and orderly.
- **Provide a framework for positive behavior throughout the school based on shared values and expectations.**
  - Have shared expectations for positive behavior. (See Restorative Approaches to Discipline)
- **Teach, model, and reinforce (by all staff members) clear behavior expectations for all areas of the school.**
  - All adults use active supervision (move, scan, and interact) in all settings.
- **Emphasize proactive, instructive, and restorative approaches to student behavior and minimize punitive consequences through policies and procedures. (See Restorative Approaches to Discipline)**
  - Adults correct misbehavior in ways that reinforce established expectations and cause minimal disruption to learning.
- **Clarify criteria for office referrals versus classroom managed behavior.**

Evidence, Measures, and Standards

Suggested Evidence	✓ MVMS score – "Safety" ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey "Safety" score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

The school is characterized by having and implementing policies and procedures that emphasize proactive, instructive, and restorative approaches minimizing punitive consequences. Discipline practices primarily focus on shaping behavior as opposed to punishing behavior. The school only uses out-of-school suspension as a last resort and utilizes a systems-change approach to bring about a more restorative culture. The school is also characterized by strong and consistent school and classroom climates. The school reinforces positive behaviors and responds to misbehaviors in calm, respectful, and thoughtful ways, teaching students important social and emotional skills that enable them to get along with others, make responsible decisions, and focus on learning. When misbehavior occurs, the school seeks to understand the underlying reasons (root cause) in order to design a response that effectively changes student behavior using a menu of instructive, corrective and restorative responses.

> *47% of teachers earned a DISTINGUISHED rating for 2A: Creating an Environment of Respect and Rapport; 48% earned a PROFICIENT
> *15% of teachers earned a DISTINGUISHED rating for 2D: Managing Student Behavior; 65% earned a PROFICIENT
> *5 Essentials, Student-Teacher Trust, STRONG rating (75)
> *5 Essentials, Supportive Environment, STRONG rating (60)
> *Skills-Based In School Suspension, with the support of our counselors, is implemented bi-weekly

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.
  - Post and refer to clear, positively stated expectations and model expected behaviors.
  - Create routines and procedures central to the learning environment.
  - Engage families as partners.
  - Contact families frequently to inform them of positive student behavior and progress.
  - Vary acknowledgements and provide both short and long term opportunities for reinforcement for all students.
- **INSTRUCTIVE - Integrate universal SEL skills instruction and core content.**
  - Intentionally teach competencies outlined in SEL Standards. Use discipline as opportunity to teach these skills.
  - Use a Multi-tiered System of Supports (MTSS) for social, emotional, and behavioral growth.
    - Use data to determine which behaviors should be retaught or more heavily reinforced.
  - Explicitly teach expected behavior and positively reinforce consistently school-wide.
  - Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- **RESTORATIVE - Employ a continuum of responses to behavior to effectively change student behavior.**
  - Ensure classroom instruction continues when problem behavior occurs.
  - Prefer responses that do not remove students from regular instructional setting or after school activities.
  - Respond to behavior to address the cause, reteach expectations, build social emotional skills, and repair relationships with staff or peers.
  - Designate an administrator, such as a dean or restorative practices coordinator, responsible for leading centrally-managed response to behaviors using consistent, restorative procedures.
  - Support teachers to engage in restorative conversations or respond to behavior incidents.
  - Provide opportunities for students to take responsibility for repairing harm caused by their actions.
  - Assign detention and ISS only for students who have a pattern of misbehavior and have not responded to non-exclusionary interventions, or when separation is a logical response to the behavior.
    - Include specific interventions to address social and emotional skill development, communicate with teachers to repair relationships, maintain classroom work, and connect to behavioral intervention services as necessary.
    - Establish a clear procedure for obtaining assignments from teachers to mitigate the impact of lost instruction for students assigned to ISS.
    - Designate space and consistent staff to support implementation of ISS.
  - (Optional) Develop a Behavioral Health Team to coordinate appropriate behavioral interventions.

Evidence, Measures, and Standards

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

Parent Partnership:

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's operations through activities including but not limited to participation on parent councils (e.g. PACs, BACs and PLNs). There are high levels of communication between schools and families is mutual and two-way. Families have a way to voice concerns and schools address and respond to input.

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*25% of teachers earned a DISTINGUISHED rating for 2C: Managing Classroom Procedures; 61% earned a PROFICIENT
*Communication Methods: marquee; website; robodial; personalized phone calls from teachers, the attendance office, the discipline office, and the case manager; quarterly news letters; counseling department newsletter and blog; high participation at parent-teacher conferences; community events
*Parent University established and meetings offered throughout the school year
*ESL and GED classes offered at NGHS through partnership with Wright College
*Parent participation on field trips (i.e., HOSA competitions; trips to Chicago Symphony Orchestra)
*Daily communication log completed for all students in our severe and profound program
*High participation rate in 5 Essentials Survey; NGHS is a well-organized school based on student an parent data from 5 Essentials
*Community/Family events: Talent Show; fine arts concerts; freshman family dinner; Santa Night; FAFSA parent workshops; iMentor parent meetings; community organization fair at all parent teacher conference events
*5 Essentials, Involved Families, STRONG rating (70)
*5 Essentials, Teacher-Parent Trust, STRONG rating (67)
*5 Essentials, Parent Involvement in School, NEUTRAL rating (55)
*5 Essentials, Parent Influence on Decision Making in schools, VERY STRONG rating (88)

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

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

School Excellence Framework Priorities

Score	Framework dimension and category	Area of focus ⊘= Not of focus
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 depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 2 3 **4** 5 ⊘
3	Expectations for Quality & Character of School Life: Parent Partnership	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Safety & Order	1 2 3 4 5 **⊘**
3	Expectations for Quality & Character of School Life: Student Voice, Engagement, & Civic Life	1 2 3 4 **5** ⊘
4	Culture of & Structure for Continuous Improvement: Aligned Resources	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 2 3 4 5 **⊘**
4	Culture of & Structure for Continuous Improvement: Professional Learning	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: Relational Trust	1 2 3 4 5 ⊘

Goals

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				
Well-Organized. North-Grand will continue its two year trend of well-organized based on the systems and structures we have in place at the school to support the various 5 Essentials. Based on the survey results, all stakeholders in the school (staff, students, and parents) are content with the level of instruction, the opportunities for college/career success, and the building's culture/climate.	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Need more information on how SAT growth will be calculated via SQRP.	57.00	(Blank)	0.00	0.00
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Need more information on how SAT growth will be calculated via SQRP.	57.00	(Blank)	0.00	0.00
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Need more information on how SAT growth will be calculated via SQRP.	57.00	(Blank)	0.00	0.00
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Need more information on how SAT growth will be calculated via SQRP.	(Blank)	(Blank)	0.00	0.00
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
Need more information on how SAT growth will be calculated via SQRP.	36.00	(Blank)	0.00	0.00
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
Need more information on how SAT attainment will be calculated via SQRP.	17.00	(Blank)	0.00	0.00
Freshmen On-Track Rate				
Ended semester 1 at 97%; looking to increase FOT to 93% or higher.	91.20	94.60	93.00	95.00
4-Year Cohort Graduation Rate				
We are continuing to improve in providing interventions and supports for students to graduate on time and feel like we can continue to make this incremental growth.	78.70	69.10	75.00	80.00
1-Year Dropout Rate				
This has been a consistent metric for us; we have supports in place to maintain this low dropout rate.	3.90	4.10	3.50	3.00
College Enrollment Rate				

Midyear data suggests 50% or more of our students will enroll in college in the fall.	52.00	46.40	50.00	55.00

College Persistence Rate

Through our focus on college match and finding the best fit of school for individual students, we can hit this rate.	54.50	49.50	65.00	70.00

Average Daily Attendance Rate

This has been a consistent metric for us; we have supports in place to maintain this high attendance percentage.	89.90	89.90	90.00	90.00

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
If we create and sustain an effective Post-secondary Leadership Team whose goals and mission are aligned with and supported by various stakeholders, including our Seminar Department and external post-secondary partners	then we will see a cohesive and healthy post-secondary culture	which will lead to increased graduation, college enrollment, and college persistence rates.

Tags:
College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use

Area(s) of focus:
4

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Develop a PLT mission statement with post-secondary beliefs and grade-specific goals to share with all stakeholders	PLT	Feb 1, 2016 to Jun 30, 2016	Existence of mission and goals	On-Track

College Access and Persistence, Post-secondary, College enrollment, 4-year graduation rate

Create an accountability protocol for all external partners and meet quarterly to review progress	Administration/Partners	Sep 1, 2016 to Jun 30, 2017	Some partners produce quarterly reports (iMentor)	On-Track

College Access and Persistence, Family and Community Engagement, Data

Provide annual staff-wide professional development related to college access and persistence	Administration/ Post-Secondary Coach	Aug 30, 2014 to Jun 30, 2017	NCS presented during PD week 2015	On-Track

College Access and Persistence

Engage families around post-secondary awareness during PAC/BAC/LSC meetings, report card pickup, FAFSA workshops, bilingual college fair, and other parental information sessions	Administration/ Post-Secondary Coach/ Counseling Department	Aug 1, 2015 to Jun 30, 2017	FAFSA parent workshops; PAC/BAC/LSC agendas	Behind

College Access and Persistence, Family and Community Engagement

Reduce "summer melt" through summer interventions	Post-Secondary Coach/ Counseling department/ Community partners	Aug 1, 2015 to Jun 30, 2017	iMentor; summer workshops	On-Track

College Access and Persistence, Family and Community Engagement

Maintain a post-secondary leadership team consisting of college coach, counselors, admin, seminar teachers, and post-secondary partners	PLT/Admin	Aug 31, 2015 to Jun 30, 2017	PLT meets regularly	On-Track

College Access and Persistence

Create common planning time for Seminar Department to develop a 9-12 seminar curriculum that aligns with the PLT's mission and goals	Admin/Seminar teachers	Aug 3, 2015 to Jun 30, 2017	Master Schedule; Rubicon Curricula	On-Track

Curriculum Design, College Access and Persistence, Teacher Teams/Collaboration

Consistently offer opportunities for students to be exposed to match colleges and universities through college visits, college fair, and partnerships.	College coach, counseling team, seminar teachers	Sep 1, 2015 to Jun 30, 2017	Dates scheduled for various visits; iMentor	On-Track

College Access and Persistence

Increase student participation in scholarship programs, resulting in in increased awards reception	College coach, counseling team, post-secondary partners	Aug 3, 2015 to Jun 30, 2017	Scholarship data	On-Track

College Access and Persistence, College enrollment

Host opportunities for students to show pride in their post-secondary decisions via celebrations, school newsletters, and a post-secondary bulletin board	College coach, counseling team, PLT, Admin	Aug 3, 2015 to Jun 30, 2017	National Decision Day event; counseling newsletter and blog; post-sec board by cafeteria	On-Track

College Access and Persistence, Climate and Culture, College enrollment, 4-year graduation rate

Establish DREAM club for undocumented students and support EL's with access to college and scholarships	College coach, PLT, counselors	Sep 1, 2014 to Jun 30, 2017	DREAM club has regular meetings and participates in fundraisers	On-Track

English Learners, College Access and Persistence, Climate and Culture, Post-secondary

Outreach to alumni to share post-secondary experiences	College coach, teachers, counseling team	Aug 3, 2015 to Jun 30, 2017	Alumni speakers at junior seminar day, senior decision day, seminar classes, etc.	On-Track

College Access and Persistence, Post-secondary, College and career, College enrollment

Monitor and analyze student success data/progress (GPA, BAG, On-Track, B's or better, failures, etc.) within grade level teams throughout each quarter	Counseling team, grade level teams, admin	Aug 3, 2015 to Jun 30, 2017	PLC Schedule; Grade level agendas and data reports; student data trackers	On-Track

College Access and Persistence, Post-secondary, College enrollment, 4 year graduation rate, On-track

Establish/increase participation in a "high flyers" club for high achieving sophomores, juniors, and seniors	College coach, counseling team, NCS	Aug 3, 2015 to Jun 30, 2017	Providing targeted college assistance to align with college selectivity matrix	On-Track

College Access and Persistence, Climate and Culture, College enrollment

Increase percentage of students applying and enrolling in match colleges/universities	College coach, counseling team, PLT, senior seminar teachers	Aug 3, 2015 to Jun 30, 2017	All seniors must complete 5 applications, including reach and safety schools	On-Track

College Access and Persistence, Climate and Culture, College enrollment

Provide monthly counselor guidance lessons addressing college/career, grades, social/emotional issues.	counseling team, teachers	Aug 3, 2015 to Jun 30, 2017	guidance lessons; counselor calendar; naviance	On-Track

College Access and Persistence, Climate and Culture, Social emotional, Post-secondary, College enrollment, 4-year graduation rate

Continue partnership with NCS (Network for College Success) and receive ongoing coaching and PD to improve post-secondary culture	Admin, counseling team, teacher teams, ILT	Aug 3, 2015 to Jun 30, 2017	PD involvement and participation; coaching agreements	On-Track

College Access and Persistence, Climate and Culture, Professional development, Post-secondary, College enrollment

Strategy 2

If we do...	...then we see...	...which leads to...
Course and unit planning based on applicable standards, our targeted instructional area (TIA) of critical analysis and increased task complexity	Students engaging in more rigorous and complex tasks in all subject areas	Higher standardized test scores, deeper student engagement, and better preparation for post-secondary success.

Tags:
Tia, Curriculum, Rigorous tasks

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Provide differentiated PD around close reading, argumentative writing, and debate beginning in August 2014.	ILT/Department Chairs/ Admin	Aug 30, 2014 to Jun 30, 2017	Teacher-led PD during PD week.	On-Track

Tia, Professional development

Assess students' ability to provide textual support for claims through periodic close reading and writing assessments/Mastery writing assessments aligned to Writing Standard 9 (CCSS)	ILT/Department Chairs	Jun 30, 2015 to Jun 30, 2017	TIA rubrics created and revised during 2015-2016 SY; Pre- and Post- Schoolwide TIA assessment	On-Track

Assessment, Tia, Instructional strategy

Provide content-specific TIA PD during department meetings and on available school improvement days	ILT/Department Chairs	Aug 31, 2015 to Jun 30, 2017	Teacher-led PD takes place during available school improvement days; LASW and assessment creation protocols occur during department meetings	On-Track

Tia, Professional development

Align English and Social Science curricula to CCSS via common planning, PDs, and looking at assignments and student work in department meetings.	English and Social Science Department Chairs	Sep 1, 2015 to Jun 30, 2017	Both departments have been using protocols for LASW on a quarterly basis.	On-Track

Core Instruction, Curriculum Design, Ccss, Standards-based instruction

Continue SAT preparation through junior seminar, Kahn academy and after school SAT prep class	teachers, admin	Sep 1, 2016 to Jun 30, 2017	student enrollment in classes and programs	On-Track

Core Instruction, Ccss, Standards-based instruction, Sat

Provide PD to science teachers during department meetings on the Next Generation Science Standards (NGSS)	Science teachers	Sep 1, 2015 to Jun 30, 2017	NGSS have been uploaded into Rubicon; curricula	On-Track

Core Instruction, Ngss, Standards-based instruction

Establish quarterly PLC (Professional Learning Community) Schedules that provide learning cycles around Webb's Depth of Knowledge, Hess' Cognitive Rigor Matrices and Close Reading.	Grade level teams, Department teams, admin, ILT	Sep 6, 2016 to Jun 30, 2017	PLC Schedules, teacher reflection, PLC agendas, professional readings, protocols, learning walks	On-Track

Core Instruction, Professional Learning, Rigor

Strategy 3

If we do...	...then we see...	...which leads to...
Create common, standards-based (CCSS) assessments in all core subjects	Data about student achievement which will allow teachers to assess student learning and adjust instruction on an ongoing basis.	Improved teaching and learning, higher standardized test scores, and better preparation for post-secondary success.

Tags:
Assessment, Data, Assessment design, Data analysis

Area(s) of focus:
2

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Assess students' ability to provide textual support for claims through periodic close reading and writing assessments/mastery writing assessments aligned to CCSS.	All departments	Sep 1, 2015 to Jun 30, 2017	We have increased the frequency of LASW. Rubrics created by department and continue to be revised.	On-Track

Assessment, Tia, Ccss

Continue to further develop the alignment between teacher-created midterm and final exams and CCSS on a quarterly basis during department meetings.	All departments	Sep 1, 2015 to Jun 30, 2017	Midterms are submitted to administration and teachers are provided feedback on a quarterly basis.	On-Track

Assessment, Ccss, Assessment design, Crs

Create a school-wide TIA-based pre- and post- assessment, tying in close reading, discussion/debate, and argumentative writing	ILT	Sep 1, 2015 to Sep 30, 2016	Assessment given in Fall and May 2016; results analyzed by ILT and presented at PD.	Completed

Assessment, Tia, Ccss, Argumentative writing

Teachers will calibrate and score all school-wide TIA assessments with a rubric and create/share a database of all student scores, for the purposes of measuring student growth related to critical analysis/argumentation skills.	ILT/Teacher teams	Sep 1, 2015 to Jun 30, 2016	Database created October 2016	Completed

Assessment, Tia, Data analysis

Incorporate open-ended, CCSS-aligned questions on all core math assessments	Math Department	Sep 1, 2015 to Jun 30, 2017	Began September 2015	On-Track

Core Instruction, Assessment, Ccss, Math curriculum

Science department will focus on solidifying specific lab skills such as graphing and TIA skills such as using evidence to evaluate and support scientific claims as they are aligned with 10th and 11th grade skills.	Science Department	Sep 1, 2015 to Jun 30, 2016	Began September 2015	On-Track

Core Instruction, Assessment, Crs

Strategy 4

If we do...	...then we see...	...which leads to...
If we increase parental involvement, develop an outlet for student voice, and increase SEL strategies and supports for students	Then we will see an increase of parent attendance at school events and engagement in parent groups; an increase in enrollment in parent portal; an improved relationship between students, parents, teachers, and administration and a student body that feels empowered to institute positive change.	Which leads to increased academic success for students, improved attendance and the development of the whole child.

Tags:
Climate and Culture, SEL, Parental involvement, Supports, Student engagement

Area(s) of focus:
3, 5

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Host quarterly family events	Administration/ Grade level teams/ Community Liaison	Sep 1, 2015 to Jun 30, 2017	Open House, Santa Night, FAFSA Night, BAC/PAC/LSC, Curriculum Night, P-T Conferences	On-Track

Family and Community Engagement, Community events

Engage parents through parent cafes, Parent University classes and the legal clinic.	Administration/ Community Liaison, parents	Sep 1, 2015 to Jun 30, 2017	Parent participation	On-Track

Family and Community Engagement

Offer free ESL classes for parents and community members to attend through CCC and NGHS.	Administration/ Community Liaison, parents	Sep 1, 2015 to Jun 30, 2017	Parent participation in classes	On-Track

Family and Community Engagement

Increase health and wellness efforts for parents and students. Engage them in community awareness including: breast cancer awareness, Autism awareness, mental health issues, and Special Olympic Awareness.	Administration, Grade level teams, Wellness Coordinator, Community Liaison, parents	Sep 1, 2015 to Jun 30, 2017	Zumba, Health/nutrition workshops, dental exams arranged for families, student-run health clinic.	On-Track

Family and Community Engagement, Student Health & Wellness

Provide job training for parents and students through Community Violence Prevention Program and ASM.	Administration/ Community Liaison, ASM Liaison	Sep 1, 2015 to Jun 30, 2017	Students and parents were employed at various locations across the city, including the Chicago Park District	On-Track

Family and Community Engagement, After school matters

Engage parents in the TIA (Targeted Instructional Area) and current professional learning at Open House and Parent Teacher Conference events.	Administration/ ILT	Sep 1, 2015 to Jun 30, 2017	Agendas	On-Track

Family and Community Engagement, Tia, Instructional practices

Increase student-driven programming to meet the holistic needs of our students. This includes CAPE arts-based programs and After School Matters.	Administration/ Teachers	Sep 1, 2015 to Jun 30, 2017	Examples: Dance class, French class, etc.	On-Track

Student enrichment, Fine arts, Student engagement, Community based learning

Promote awareness for Hispanic Heritage Month and Black History Month	Administration/ Teachers	Sep 1, 2015 to Jun 30, 2017	Black History Assembly, Day of the Dead festivities, Three Kings Day	On-Track

Student enrichment, Culturally relevant programming

Secure MedVan for students' physicals and shots; secure glasses for students who need them	Administration/ Wellness Coach	Sep 1, 2015 to Jun 30, 2017	Medical compliance	On-Track

Student Health & Wellness

Increase employment opportunities for community and students	Administration/ Community Liaison	Sep 1, 2015 to Jun 30, 2017	Community job fair; community job board	On-Track

Family and Community Engagement

Student Voice Committee established and meets regularly with administration, the alderman, police district commander, philanthropists, and business leaders.	Administration/ Sponsoring teachers	Sep 1, 2015 to Jun 30, 2017	Monthly meetings	On-Track

Student engagement

Implement a systematized schedule to elicit high student and parent participation rates in the My School My Voice Survey.	Administration/ English Department/ Seminar Department	Mar 1, 2016 to Jun 30, 2017	5 Essentials participation rates	On-Track

Student engagement, Parent engagement

Conduct regular elections for the LSC student representative and encourage students to participate and campaign	Admin/LSC Chair	Sep 6, 2016 to Jun 30, 2017	election results	On-Track

Student engagement

Administer extra-curricular and co-curricular Title IX survey to gauge student interests	Athletic Director, PE teachers, Admin	Sep 8, 2015 to Jun 30, 2017	completion rates	On-Track

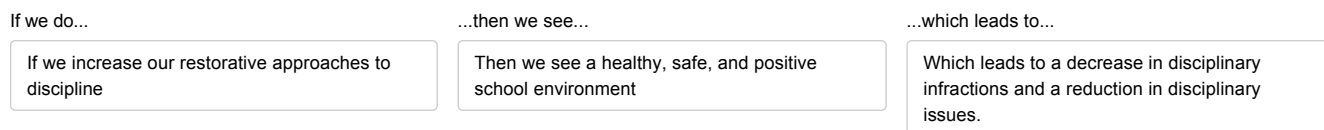**Student engagement**

Create and administer an annual student interest survey to all students	Student Voices Committee	Jan 9, 2017 to Jun 30, 2017	participation rate	On-Track

Student engagement

Advertise student accomplishments on website, newsletter and school monitors	Tech Coordinator, Admin	Sep 1, 2015 to Jun 30, 2017	artifacts	On-Track

Climate and Culture, Student engagement

Strategy 5

If we do...	...then we see...	...which leads to...
If we increase our restorative approaches to discipline	Then we see a healthy, safe, and positive school environment	Which leads to a decrease in disciplinary infractions and a reduction in disciplinary issues.

Tags:
Climate and Culture, Restorative approaches, Restorative justice

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Implement restorative justice practices including peace circles, mediation, and skills-based in school suspension	Administration/ Discipline department/ Teachers	Sep 1, 2015 to Jun 30, 2017	SBISS protocol established and implemented	On-Track

Restorative approaches, Interventions, Restorative justice

Continue the implementation of services provided by our CARE team via grade level meetings.	Administration/ Teacher Teams/ Counseling Department	Sep 1, 2015 to Jun 30, 2017	CARE Team trackers and student data	On-Track

Restorative approaches, Interventions, Counseling

Integrate SEL competencies into grade level seminar curriculum	Seminar Department	Sep 1, 2015 to Jun 30, 2017	Student surveys; Rubicon Seminar curriculum	On-Track

SEL, Curriculum, Academic supports

Implement Anti-Bullying Program in Seminar and SBISS	Administration/ Seminar Department	Sep 1, 2015 to Jun 30, 2017	Student discipline data; 5 Essentials Survey	On-Track

SEL, Curriculum

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Develop a PLT mission statement with post-secondary beliefs and grade-specific goals to share with all stakeholders Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Post-secondary, College enrollment, 4-year graduation rate	PLT	Feb 1, 2016	Jun 30, 2016	On-Track
✚ Create an accountability protocol for all external partners and meet quarterly to review progress Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Family and Community Engagement, Data	Administration/Partners	Sep 1, 2016	Jun 30, 2017	On-Track
✚ Provide annual staff-wide professional development related to college access and persistence Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence	Administration/ Post-Secondary Coach	Aug 30, 2014	Jun 30, 2017	On-Track
✚ Engage families around post-secondary awareness during PAC/BAC/LSC meetings, report card pickup, FAFSA workshops, bilingual college fair, and other parental information sessions Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Family and Community Engagement	Administration/ Post-Secondary Coach/ Counseling Department	Aug 1, 2015	Jun 30, 2017	Behind
✚ Reduce "summer melt" through summer interventions Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Family and Community Engagement	Post-Secondary Coach/ Counseling department/ Community partners	Aug 1, 2015	Jun 30, 2017	On-Track
✚ Maintain a post-secondary leadership team consisting of college coach, counselors, admin, seminar teachers, and post-secondary partners Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence	PLT/Admin	Aug 31, 2015	Jun 30, 2017	On-Track
✚ Create common planning time for Seminar Department to develop a 9-12 seminar curriculum that aligns with the PLT's mission and goals Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, Curriculum Design, College Access and Persistence, Teacher Teams/Collaboration	Admin/Seminar teachers	Aug 3, 2015	Jun 30, 2017	On-Track
✚ Consistently offer opportunities for students to be exposed to match colleges and universities through college visits, college fair, and partnerships. Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence	College coach, counseling team, seminar teachers	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Increase student participation in scholarship programs, resulting in in increased awards reception Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, College enrollment	College coach, counseling team, post-secondary partners	Aug 3, 2015	Jun 30, 2017	On-Track
✚ Host opportunities for students to show pride in their post-secondary decisions via celebrations, school newsletters, and a post-secondary bulletin board Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Climate and Culture, College enrollment, 4-year graduation rate	College coach, counseling team, PLT, Admin	Aug 3, 2015	Jun 30, 2017	On-Track
✚ Establish DREAM club for undocumented students and support EL's with access to college and scholarships Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, English Learners, College Access and Persistence, Climate and Culture, Post-secondary	College coach, PLT, counselors	Sep 1, 2014	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Outreach to alumni to share post-secondary experiences Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Post-secondary, College and career, College enrollment	College coach, teachers, counseling team	Aug 3, 2015	Jun 30, 2017	On-Track
✚ Monitor and analyze student success data/progress (GPA, BAG, On-Track, B's or better, failures, etc.) within grade level teams throughout each quarter Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Post-secondary, College enrollment, 4 year graduation rate, On-track	Counseling team, grade level teams, admin	Aug 3, 2015	Jun 30, 2017	On-Track
✚ Establish/increase participation in a "high flyers" club for high achieving sophomores, juniors, and seniors Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Climate and Culture, College enrollment	College coach, counseling team, NCS	Aug 3, 2015	Jun 30, 2017	On-Track
✚ Increase percentage of students applying and enrolling in match colleges/universities Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Climate and Culture, College enrollment	College coach, counseling team, PLT, senior seminar teachers	Aug 3, 2015	Jun 30, 2017	On-Track
✚ Provide monthly counselor guidance lessons addressing college/career, grades, social/emotional issues. Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Climate and Culture, Social emotional, Post-secondary, College enrollment, 4-year graduation rate	counseling team, teachers	Aug 3, 2015	Jun 30, 2017	On-Track
✚ Continue partnership with NCS (Network for College Success) and receive ongoing coaching and PD to improve post-secondary culture Tags: College Access and Persistence, Climate and Culture, Family and Community Engagement, Data Use, College Access and Persistence, Climate and Culture, Professional development, Post-secondary, College enrollment	Admin, counseling team, teacher teams, ILT	Aug 3, 2015	Jun 30, 2017	On-Track
✚ Provide differentiated PD around close reading, argumentative writing, and debate beginning in August 2014. Tags: Tia, Curriculum, Rigorous tasks, Tia, Professional development	ILT/Department Chairs/ Admin	Aug 30, 2014	Jun 30, 2017	On-Track
✚ Assess students' ability to provide textual support for claims through periodic close reading and writing assessments/Mastery writing assessments aligned to Writing Standard 9 (CCSS) Tags: Tia, Curriculum, Rigorous tasks, Assessment, Tia, Instructional strategy	ILT/Department Chairs	Jun 30, 2015	Jun 30, 2017	On-Track
✚ Provide content-specific TIA PD during department meetings and on available school improvement days Tags: Tia, Curriculum, Rigorous tasks, Tia, Professional development	ILT/Department Chairs	Aug 31, 2015	Jun 30, 2017	On-Track
✚ Align English and Social Science curricula to CCSS via common planning, PDs, and looking at assignments and student work in department meetings. Tags: Tia, Curriculum, Rigorous tasks, Core Instruction, Curriculum Design, Ccss, Standards-based instruction	English and Social Science Department Chairs	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Continue SAT preparation through junior seminar, Kahn academy and after school SAT prep class Tags: Tia, Curriculum, Rigorous tasks, Core Instruction, Ccss, Standards-based instruction, Sat	teachers, admin	Sep 1, 2016	Jun 30, 2017	On-Track
✚ Provide PD to science teachers during department meetings on the Next Generation Science Standards (NGSS) Tags: Tia, Curriculum, Rigorous tasks, Core Instruction, Ngss, Standards-based instruction	Science teachers	Sep 1, 2015	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Establish quarterly PLC (Professional Learning Community) Schedules that provide learning cycles around Webb's Depth of Knowledge, Hess' Cognitive Rigor Matrices and Close Reading. Tags: Tia, Curriculum, Rigorous tasks, Core Instruction, Professional Learning, Rigor	Grade level teams, Department teams, admin, ILT	Sep 6, 2016	Jun 30, 2017	On-Track
✚ Assess students' ability to provide textual support for claims through periodic close reading and writing assessments/mastery writing assessments aligned to CCSS. Tags: Assessment, Data, Assessment design, Data analysis, Assessment, Tia, Ccss	All departments	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Continue to further develop the alignment between teacher-created midterm and final exams and CCSS on a quarterly basis during department meetings. Tags: Assessment, Data, Assessment design, Data analysis, Assessment, Ccss, Assessment design, Crs	All departments	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Create a school-wide TIA-based pre- and post- assessment, tying in close reading, discussion/debate, and argumentative writing Tags: Assessment, Data, Assessment design, Data analysis, Assessment, Tia, Ccss, Argumentative writing	ILT	Sep 1, 2015	Sep 30, 2016	Completed
✚ Teachers will calibrate and score all school-wide TIA assessments with a rubric and create/share a database of all student scores, for the purposes of measuring student growth related to critical analysis/argumentation skills. Tags: Assessment, Data, Assessment design, Data analysis, Assessment, Tia, Data analysis	ILT/Teacher teams	Sep 1, 2015	Jun 30, 2016	Completed
✚ Incorporate open-ended, CCSS-aligned questions on all core math assessments Tags: Assessment, Data, Assessment design, Data analysis, Core Instruction, Assessment, Ccss, Math curriculum	Math Department	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Science department will focus on solidifying specific lab skills such as graphing and TIA skills such as using evidence to evaluate and support scientific claims as they are aligned with 10th and 11th grade skills. Tags: Assessment, Data, Assessment design, Data analysis, Core Instruction, Assessment, Crs	Science Department	Sep 1, 2015	Jun 30, 2016	On-Track
✚ Host quarterly family events Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Family and Community Engagement, Community events	Administration/ Grade level teams/ Community Liaison	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Engage parents through parent cafes, Parent University classes and the legal clinic. Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Family and Community Engagement	Administration/ Community Liaison, parents	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Offer free ESL classes for parents and community members to attend through CCC and NGHS. Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Family and Community Engagement	Administration/ Community Liaison, parents	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Increase health and wellness efforts for parents and students. Engage them in community awareness including: breast cancer awareness, Autism awareness, mental health issues, and Special Olympic Awareness. Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Family and Community Engagement, Student Health & Wellness	Administration, Grade level teams, Wellness Coordinator, Community Liaison, parents	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Provide job training for parents and students through Community Violence Prevention Program and ASM. Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Family and Community Engagement, After school matters	Administration/ Community Liaison, ASM Liaison	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Engage parents in the TIA (Targeted Instructional Area) and current professional learning at Open House and Parent Teacher Conference events. Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Family and Community Engagement, Tia, Instructional practices	Administration/ ILT	Sep 1, 2015	Jun 30, 2017	On-Track

District priority and action step	Responsible	Start	End	Status
✚ Increase student-driven programming to meet the holistic needs of our students. This includes CAPE arts-based programs and After School Matters. Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Student enrichment, Fine arts, Student engagement, Community based learning	Administration/ Teachers	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Promote awareness for Hispanic Heritage Month and Black History Month Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Student enrichment, Culturally relevant programming	Administration/ Teachers	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Secure MedVan for students' physicals and shots; secure glasses for students who need them Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Student Health & Wellness	Administration/ Wellness Coach	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Increase employment opportunities for community and students Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Family and Community Engagement	Administration/ Community Liaison	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Student Voice Committee established and meets regularly with administration, the alderman, police district commander, philanthropists, and business leaders. Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Student engagement	Administration/ Sponsoring teachers	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Implement a systematized schedule to elicit high student and parent participation rates in the My School My Voice Survey. Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Student engagement, Parent engagement	Administration/ English Department/ Seminar Department	Mar 1, 2016	Jun 30, 2017	On-Track
✚ Conduct regular elections for the LSC student representative and encourage students to participate and campaign Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Student engagement	Admin/LSC Chair	Sep 6, 2016	Jun 30, 2017	On-Track
✚ Administer extra-curricular and co-curricular Title IX survey to gauge student interests Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Student engagement	Athletic Director, PE teachers, Admin	Sep 8, 2015	Jun 30, 2017	On-Track
✚ Create and administer an annual student interest survey to all students Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Student engagement	Student Voices Committee	Jan 9, 2017	Jun 30, 2017	On-Track
✚ Advertise student accomplishments on website, newsletter and school monitors Tags: Climate and Culture, SEL, Parental involvement, Supports, Student engagement, Climate and Culture, Student engagement	Tech Coordinator, Admin	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Implement restorative justice practices including peace circles, mediation, and skills-based in school suspension Tags: Climate and Culture, Restorative approaches, Restorative justice, Restorative approaches, Interventions, Restorative justice	Administration/ Discipline department/ Teachers	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Continue the implementation of services provided by our CARE team via grade level meetings. Tags: Climate and Culture, Restorative approaches, Restorative justice, Restorative approaches, Interventions, Counseling	Administration/ Teacher Teams/ Counseling Department	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Integrate SEL competencies into grade level seminar curriculum Tags: Climate and Culture, Restorative approaches, Restorative justice, SEL, Curriculum, Academic supports	Seminar Department	Sep 1, 2015	Jun 30, 2017	On-Track
✚ Implement Anti-Bullying Program in Seminar and SBISS Tags: Climate and Culture, Restorative approaches, Restorative justice, SEL, Curriculum	Administration/ Seminar Department	Sep 1, 2015	Jun 30, 2017	On-Track

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.

> The principal presents the Title I plan to the PAC annually at the mandated meeting. The principal presents the annual NCLB budget to parents at that meeting. The 2016-17 NCLB Title I Information Meeting was held on September 28th, 2016. In collaboration with North-Grand administration, parents and the PAC will meet bi-monthly to review the NCLB Title 1 parental involvement plan and policy. If parents feel the plan is not being full implemented suggestions for improvement can be made.

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

> An annual informational meeting will be held in the fall of 2016 (on September 28th, 2016). The NCLB PAC Organizational Meeting will be held on October 13th, 2016. Newsletters will be sent home describing the NCLB Title 1 program and inviting parents to attend monthly meetings where school related issues, programs, and activities will be on the agenda. Participation will be highly encouraged via letters sent home; web site updates, announcements posted on our marquee, and word of mouth from our BAC / PAC / LSC members.

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.

North-Grand will utilize its website and marquee to provide parents with information in a timely manner regarding Title 1 programs, including a description and explanation of the curriculum, academic assessment tools used to measure a child's progress, and the proficiency levels students are expected to meet. Various topics will also be addressed at all LSC meetings in the monthly Principal's report. All parents can have access to the Title 1 Budget and Parent Involvement Plan via request in the main office. The PAC will also have a copy on file for their records.

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.

The school will held its annual 2016-2017 PAC organizational meeting on October 13th, 2016. During this meeting, the Parent Involvement Budget Plan and the PAC meeting schedule for the 2016-2017 school year will be determined, as well as roles. North-Grand will utilize its Parent Liaison representative and some of its community partners to help facilitate all PAC meetings. We have a designated parent room for other meetings to take place as well if appropriate notice is provided. PAC meetings are held in the cafeteria on a regular basis and we will continue this practice. An agenda and open forum give families access to resources and information. Also, parents are always welcome to attend local school council meetings, BAC meetings and schedule appointments with the Principal if necessary.

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.

State test results will be distributed to students in division and will be shared with parents at orientation and report card pick up. Counselors will also be available to meet with individual parents who may have questions or concerns. Parents will also be given links to various websites that help explain the exams and help parents understand the results.

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.

North-Grand will follow all procedures outlined by CPS about hiring "highly qualified" teachers. In our recruitment efforts we will target only those teachers that meet NCLB's "highly qualified" status.

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.

The school provides each student with their individual result on all EPAS and interim assessment data. Recently the school created scorecards for students to track their performance over-time to measure growth. At orientation, periodic parents meeting and senior and junior nights counselors review student performance on standardize tests with parents. North-Grand's Bi-lingual Coordinator will also host an informational session on the ACCESS test for parents of bi-lingual students as well as the IAA.

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.

North-Grand has established relationships with Wilbur Wright college to offer GED and ESL classes for all parents. The PAC provides parent training and workshops for parents to learn about various topics that parents face. Partners like iMentor and Legacy Leaders organize events where parents receive advice on the best strategies for them to promote their child's academic progress at home. Parents will be urged to attend conferences and community activities that strengthen their contribution to educational success. North Grand actively seeks vendors and service providers to support their families. These vendors and providers attend parent night and all report card pick days as well.

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.

Teachers at North-Grand are expected to make weekly calls to parents and bi-quarterly success plans to assist in student success. All the staff email addresses are available on the school's website, which is updated regularly. The school has an Open-Door Policy and parents are welcome to visit the school and their child's classes if they schedule an appointment to do so. Parents volunteer at many events at the school including chaperoning dances and field trips, organizing events, assisting with student recruitment, etc. As mentioned earlier, all parents will have the option to receive professional development on accessing the online Gradebook, which should be updated weekly. In August 2012, the completion of a million dollar sports field adjacent to the school will be complete and will be utilized by North-Grand and the park district to engage the community and parents of our students.

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.

A large majority of this does not apply to North-Grand; however North-Grand will make an effort to host middle school articulation meetings that will help align Elementary school and High School expectations with our feeder schools.

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.

The Principal will be sending out a quarterly newsletter to parents informing them of upcoming events, student activities and opportunities for their participation. Parents can always schedule an appointment with our school's Community Liasion who can share information about the school and upcoming events as well. In addition, the marquee in front of the school will inform parents and community of events and dates along with the school's website. Any type of correspondence that is being sent home to students will be done in both English and Spanish. During all LSC meetings, the Principal will provide his monthly reports in Spanish and English. In addition, the school utilizes a "text blast" feature that parents can sign up for on our schools website, northgrandhs.org to receive information via text. All parents are invited to email the Principal to request any further information if needed.

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.)

North-Grand's Mission Statement: To create a nurturing community of life-long learners who can strive successfully to achieve their highest intellectual, emotional, social, and ethical potential; To develop an environment where students construct meaning by actively participating in the learning process, embracing academic excellence, high moral values, and proper social behaviors; To implement an intellectually challenging core curriculum, focusing on reading, math, and modern technology; To develop productive partnerships among students, parents, teachers, and community.

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.

NGHS holds parent teacher conferences during all designated CPS Report Card Pickup days. Parent conferences are also held based on behavior, academic, and social-emotional concerns that we have about students. These happen on a weekly and ongoing basis. The case manager and teachers also meet with parents of students with IEPs and 504 plans for IEP and FIE meetings.

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

Grade reports are sent home during the end of each marking period. We also encourage parents to sign up for parent portal and text alerts so that they can receive more information about their students' grades. We provide workshops to teach them how to do this.

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

Administration is available for parents daily, based on need and/or appointments. Parents can call the school and set up an appointment with an administrator with one of the clerks. Parents can request to meet with teachers on an as-needed basis, and administrators and/or counselors can help facilitate these meetings if necessary.

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

Parents are invited to the school multiple times each quarter for family/community events. During these events, students demonstrate their learning and their work. Parents can also apply for approval as CPS volunteers and can then chaperon field trips and class activities, once approval is granted.

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

Parents should monitor homework completion and grades on a weekly basis. They can do this by accessing Parent Portal. There, they can see whether their child is completing assignments or not and what their scores are. Attendance should be monitored on a daily basis. Our attendance office will call parents of truant or frequently absent (or tardy) students on a daily basis. Parents can come to the school to confer with the attendance clerks and counselors about strategies for promoting attendance.

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

Parents are heavily involved in the IEP/FIE process for all students with IEPs and 504 plans. They collaborate with teachers and case managers to make decisions regarding the education of their children. Parents are also asked to complete interest surveys at community events where they can share their thoughts about how to improve the quality of education that we are offering their children.

The students will share the responsibility for improved student academic achievement. Describe how the students will assure academic achievement (i.e. good attendance, positive attitude, class preparation).

Students will maintain a 90% attendance rate or better. They will participate in their seminar class activities, which support their social-emotional learning and skills development as well as preparing them for their post-secondary pursuits. Students will check their grades and complete self-reflections on a regular basis during seminar class.

Parent Budget   Complete

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

Activities/training will be made available through the PAC to parents on a monthly basis. Topics include: Managing Stress & Conflict Resolution, Effective Time Management, Understanding Parent Portal & CPS Blackboard, Talking To Your Child About Today's Issues, etc (more workshops to be selected by PAC).

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.	$	0	.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.	$	700	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$	1600	.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)	$	2150	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$	0	.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.	$	500	.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.	$	250	.00
53510	**Postage** Must be used for parent involvement programs only.	$	100	.00
53306	**Software** Must be educational and for parent use only.	$	0	.00
55005	**Furniture and Equipment** Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main	$	1427	.00

office or where staff and students have access too. To by used only by parents.