



2016-2018 plan summary

Team

Name	Role	Email	Access
Kristi Eilers	Assistant Principal	kmeilers1@cps.edu	Has access
Cybill Ortiz	Assistant Principal	CEOrtiz1@cps.edu	Has access
Minh Nguyen	Assistant Principal	MVNguyen@cps.edu	Has access
Anna Pavichevich	Principal	apavichevich@cps.edu	Has access
Ana Maria Cojocnean	ILT/EL liaison	acojocnean@cps.edu	Has access
Jen Morse	ILT/Case Manage	jmorse@cps.edu	Has access
Olga Prappas	ILT/Math Department Chair	oprappas@cps.edu	Has access
Laura Westervelt	ILT/English Department Chair	llwestervelt@cps.edu	Has access
Peter Voss	ILT/Science Department Chair	pjvoss@cps.edu	Has access
Mary Ross	ILT/Social Science Department Chair	mkross@cps.edu	Has access
Bill Spain	ILT/Fine Arts Department Chair	wjspain@cps.edu	Has access
Rodger Konow	ILT/PE Department Chair	rpkonow@cps.edu	Has access
Kate Pastorelli	ILT/Special Education Department Chair	kegillard@cps.edu	Has access
Todd Johnson	ILT	trjohnson3@cps.edu	Has access
Suzette Gorski	LSC/Parent Rep	nsgorski@earthlink.net	No Access
Chris Pedersen	Teacher PAC Rep/Dean	cepedersen@cps.edu	Has access
Reggie Williams	Business Manager	rewilliams@cps.edu	Has access

John Evans	ILT	jevans2@cps.edu	Has access
Andrew Schmitz	External Partner	amschmitz@uchicago.edu	Has access
Meghan Brewer	Resident Principal	mkbrewer@cps.edu	Has access

Team meetings

Date	Participants	Topic
01/26/2016	ILT Members	
02/09/2016	ILT Members	
02/09/2016	LSC Members	
02/23/2016	ILT Members	
03/08/2016	ILT Members	
03/22/2016	ILT Members	
04/05/2016	ILT Members	
05/03/2016	ILT Members	

School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

Leadership & Collective Responsibility:

Score

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.

1 2 **3** 4

Strengths:

- School's mission and values are well entrenched in daily activities and publicized in the community
- Constant inspiration to promote a culture of shared values
- Priorities on complex curriculum evident in all matters

Areas of Growth:

- External distractions are not always buffered
- Some staff are not included or feel left out of "the loop" in decision making
- Roles need to be defined and empowered

Gaps from a 4

- Inclusion of a wider group of staff for input, e.g., some committees are no longer active or meet the strengths/needs of individuals
- Leadership training needs to be expanded
- Actively solicit input from those not involved presently

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	<ul style="list-style-type: none"> ✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

Strengths:

- ILT meets bi-weekly with norms followed
- Artifacts are on drive including agendas
- Agenda is data-driven
- Professional development as school leaders is taken seriously

Areas of Growth:

- Work of ILT is not shared with staff
- New initiatives/program are not discussed
- Time limits constrain communication or follow-up with impact of work

Gaps:

- Drive folder shared with staff
- Agenda should include any changes to programs or new initiatives
- More whole-staff meetings or department level meeting time is needed

Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
 - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
 - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
 - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
 - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**

- Organize the team around a common understanding of team’s purpose and instructional priorities.
- Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
- Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
 - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
 - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
 - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
 - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
 - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
 - Meet regularly (2-4 times per month).
 - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
 - All team members have equity of voice and are actively engaged in asking questions.
 - Celebrate small wins and improvements.
 - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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

Strengths:

- All staff members attend the PD sessions held on FLEX days
- SQRP is discussed in some format at whole-staff meetings
- All teachers are assigned to course teams and grade level teams

Areas of Growth:

- Agendas and feedback surveys are always not published
- Teachers do not have input into PD topics
- Best Practices are not implemented (reluctance to share is a huge problem)

Gaps:

- Plan PD with ILT and include a feedback process
- PD needs to become something teachers look forward to—not perceived as rewards or punishments
- Teachers who have attended training must do PD to share

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**

- Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
- Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
- Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	<ul style="list-style-type: none"> Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

Resources (e.g. time, budget, staff, and community resources) are aligned to school priorities. Improving achievement guides resource allocation. Making the most of student time and staffing is a priority. The school organizes resources school-wide through schedules and staffing plans that target additional time and individual attention to those students who need it most and to highest priority subject areas.

Score

1 2 **3** 4

Strengths:

- Interview team set up for summer of 2015
- Service providers are available and used effectively

Areas of Growth:

- EL students are not adequately served (i.e. not enough EL certified teachers in content areas)
- No coordination or communication of community-based resources (i.e. What are the resources we are receiving from partnership? Benefits?)

Gaps:

- Priority given in budget to license content teachers in EL
- List of community-based resources or PD given on same

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

4 of 4 complete

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

Classes are standards driven, but standards may not be coming alive. Students are engaged, but rarely contribute high quality work to audiences beyond the classroom. Social and emotional integration in the classroom is limited. That being said, standards aligned unit plans are in place, and the 5 essentials data suggests that students do feel challenged and engaged.

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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTixYTgz>), 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	<ul style="list-style-type: none"> ✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

Multimedia resources are available although not ubiquitous. Materials are adapted by both general ed and special ed co-teachers, as well as honors, AP, IB, 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	<ul style="list-style-type: none"> ✓ 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

Student work is examined in most course teams and across grade levels in some subjects. However, standardized test scores reveal that many students are not achieving standards of college and career readiness.

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](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	<ul style="list-style-type: none"> ✓ 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

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

1 2 3 4

The senior contract, counseling department, and college center provide numerous supports for students to plan and prepare for post-secondary endeavors. As early as sophomore year, students are exposed to college and career fairs. However, the school does not offer apprenticeships or technical classes to prepare students for non-college pathways. There is a gap between access and success at achieving the knowledge and skills required to be successful. Additionally, students require a great deal of guidance and prodding, and do not take ownership of the process themselves.

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
 - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
 - Monitor the progress of English learners after transition from services.
 - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
 - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
 - Use student data and best practices research to develop focused programs.
 - Expand access beyond students who are struggling academically.
 - Provide school counseling and postsecondary advising transition support and follow-up during “Summer Melt” and the first year of college.
 - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
 - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
 - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
 - Start the conversation about college in primary grades.
 - Make parents aware of academic opportunities and supports for their child.
 - **READINESS – Ensure equitable access to college preparatory curriculum.**
 - Provide access to 8th Grade Algebra to all eligible 8th grade students.
 - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy)

- Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
- Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
- Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.
- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
- **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
 - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates)
 - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
 - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
 - Applying to multiple colleges—generally three or more.
 - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> 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

3 of 3 complete

Instruction:

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

Score

1 2 3 4

While we have evidence of strong best practices occurring throughout school, they are not happening consistently for all teachers.

Strengths include: collaborative planning; evidence of best practices in classroom (daily objectives, flexible grouping, varied questioning, etc.); English and Math Instruction; meeting ELA benchmarks on ACT.

Examples of remaining gaps include a need for more of the following: peer to peer classroom observations; learning walks; use of protocols to examine student work for alignment; English and Math Instruction on 5E ranked as neutral; ACT scores not meeting benchmarks; need improvement in techniques for questioning, engagement, and differentiation.

Tools for improvement – protocols for examination and Analysis of classroom work

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	<ul style="list-style-type: none"> ✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	<ul style="list-style-type: none"> Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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

This is a relative area of strength in that consistent evidence of the following exists: Academic Press and Quality of Student Discussion, school-wide grading policy, assessment calendar, Viking Snapshot, Deep dives into high-stakes assessments; department summative assessments (5 and 10 week);

Examples of remaining gaps include a need for more of the following: focus on formative assessments; debate of the meaning of a reading; peer editing; student discussions about author's intent; student writing of math problems; written explanations of how problems are solved; opportunities to discuss how math situations are applied outside of school; solving complex math problems, etc.

Tools for Improvement – Assessment Design Toolkit, Protocols for Examination and Analysis of classroom work

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
Measures	✓ Evidence of On Track monitoring and supports
	✓ SQRP Attainment and Growth
	✓ Attendance Rates
Five Essentials	✓ Course success rates (e.g. grade distributions, pass/failure rates)
	Ambitious Instruction
	Collaborative Teachers
CPS Framework for Teaching	Supportive Environment
	1a. Demonstrating knowledge of content and pedagogy
	1b. Demonstrating Knowledge of Students
	1d. Designing Coherent Instruction
	2d. Managing Student Behavior
CPS Performance Standards for School Leaders	3d. Using Assessment in Instruction
	3e. Demonstrating Flexibility and Responsiveness
	4b. Maintaining Accurate Records
	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

Evidence: Course teams meet twice a week to analysis student data to inform instruction. Additionally, grade-level teams also meet every other week to look at student data and create intervention plans. This year we implemented a school-wide grading policy.

Tools for Improvement: The Grading Policy is not implemented with fidelity across classes. Additionally, not all course teams function effectively.

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	<ul style="list-style-type: none"> ✓ 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

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 **3** 4

While we have created a foundation for a culture for learning along with an emphasis on complexity and rigor through REACH and school-wide PD, however it is not consistent for all students. We have made it a school-wide priority to focus on complexity. In collaboration with GrowCommunity, we have started to develop a strategic plan with our ILT to improve complexity across the school. The plan includes, but is not limited to, school-wide PD, school visits, instructional rounds, and analysis of student work and assessment in order to collect data, create an action plan, and monitor progress.

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	<ul style="list-style-type: none"> ✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> 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

Interactions, both the teacher and students, are respectful and caring. This is evident in our REACH with the majority of the teachers scoring proficient in 2a. Our Foundations team has created a school-wide structure that has contributed to a safe and caring community through our Viking Way, which consists of Accountable, Honorable, and Scholarly. In addition, our Care Team has developed a system to support at-risk students.

That being said, our 2015 5Essentials data indicated that we need to improve Teacher-Principal Trust. As a result of this analysis, we have been working closely as an ILT with the GrowCommunity digging deeper into this data to determine the root causes. From our analysis we determined we needed to involve teacher input in school-wide policies, including but not limited to, hiring staff, budgeting, creating priorities, grading policies, etc. As a result, we have created teacher committees to allow for more transparency around planning and policies. Teacher-Principal Trust has increased, but we need to continue to create more transparency within the whole staff.

Guide for Relational Trust

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials
Five Essentials	<ul style="list-style-type: none"> Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 1b. Demonstrating Knowledge of Students 2a. Creating an Environment of Respect and Rapport
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

Student Voice, Engagements, & 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

We currently have 40 student-driven clubs and 25 athletic teams that students can join. Students may also join our Student Activities Club. Academically, students have choices to take rigorous courses such as IB, AP, CTE, AVID, Dual Credit, and Honors courses. They meet individually with their counselor to make their programming choices. We realized this year that students still lacked voice and recently established a student government by grade-level. In classrooms, students have input and/or choice in learning tasks, however, it is not consistent. Through their social studies classes, students learn about the structures and roles of government and all eligible students are asked to register to vote.

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	<ul style="list-style-type: none"> ✓ 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

+Consistent and timely drills
 +Start on time/hall sweeps
 +Knowledge of Crisis Manual
 -Designated security responsibilities/accountability/coverage
 -Great initiatives/inconsistent follow through
 -In school safety inconsistent with out of school safety on 5 essentials (how can we improve?)

Guide for Safety & Order

- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**

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

Evidence, Measures, and Standards

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

Score

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.

1 2 3 4

+SEL Exemplary School Award
 +CARE Team- Tier 2 support
 +Youth Guidance
 +Alternatives/Peace Circles
 +Decreased suspensions
 -Improved capacity for execution (full time social work/counseling, etc..)
 -Students removed from instruction for help groups

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

Parent Partnership:

Score

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.

1 2 3 4

+PAC-9th and 10th Grade RCPU
 +Social Media Parent
 + Parent Nights/Spring Carnival, etc
 +Push for more parents on the portal
 +PAC, BAC, Friends of Amundsen, LSC
 -Improve opportunities for parents to volunteer (shadow days, open house, orientation, etc..)
 -84% of teachers reported that parents volunteered "none or some" (5 Essentials)

Guide for Parent Partnership

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

- **Partner equitably with parents speaking languages other than English.**
 - Information is provided to parents in their native language.
 - Parent meetings scheduled with interpreters present to facilitate participation.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
Measures	✓ Fundraising activities and amounts (if applicable)
	✓ How does the school honor and reflect the diversity of families including language and culture?
	✓ Five Essentials Score – Involved Families
Five Essentials	Involved Families
	CPS Framework for 2c. Managing Classroom Procedures
Teaching	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
2	Expectations for depth & breadth of Student Learning: Curriculum	1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for depth & breadth of Student Learning: Rigorous Student Tasks	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
2	Expectations for Quality & Character of School Life: Parent Partnership	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Aligned Resources	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Instructional Leadership Team	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Leadership & Collective Responsibility	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Culture of & Structure for Continuous Improvement: Professional Learning	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Balanced Assessment & Grading	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Instruction	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Quality Teaching: Multi-Tiered System of Support	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Instructional Materials	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐
3	Expectations for depth & breadth of Student Learning: Transitions, College & Career Access & Persistence	1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> ☐

3	Expectations for Quality & Character of School Life: Culture for Learning	1	2	3	4	5	⊗
3	Expectations for Quality & Character of School Life: Relational Trust	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	Expectations for Quality & Character of School Life: Restorative Approaches to Discipline	1	2	3	4	5	⊗

Goals

Required metrics (Highschool)

7 of 13 complete

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
In SY14-15, we were rated very neutral with a score of 49 for parent involvement, therefore, we have chosen parent involvement as one of our priorities. Our goal for SY15-16 is to increase our score to 60.	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	43.00	(Blank)	(Blank)	(Blank)
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	50.00	(Blank)	(Blank)	(Blank)
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	29.00	(Blank)	(Blank)	(Blank)
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	18.00	(Blank)	(Blank)	(Blank)
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	30.00	(Blank)	(Blank)	(Blank)
Freshmen On-Track Rate				
FOT is the greatest indicator if students will graduate within 4 years. We continue to strive to have a FOT rate over 90%.	87.20	89.60	90.10	91.00
4-Year Cohort Graduation Rate				
Increase graduation rate by five percentage points for on-time (four year) graduation rate by 2018— with focus on subgroups graduating below average—and continue to support fifth- and sixth-year graduates.	74.40	75.60	78.00	80.00

1-Year Dropout Rate

Decrease 1-Year Dropout Rate with focus on subgroups.	4.50	4.40	3.50	3.00
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College Enrollment Rate

Many Amundsen students will be first time college attendees in their families so a detailed 9-12 post secondary strategy is in place to support students and families in navigating the post secondary process: career exploration, career readiness, college exploration, college readiness, application, and financing; additional supports in place for Dream Act students.	52.10	57.30	60.00	62.00
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College Persistence Rate

Access to and persistence in college are directly related to students' academic performance, post-secondary preparation, family support and involvement, and access to financial resources. To this end, counselors and teachers will actively engage students and their families in the college preparation process. Furthermore, we will utilize our partnerships with local tertiary institutions in order to optimize student enrollment and persistence.	70.30	70.60	73.00	75.00
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Average Daily Attendance Rate

<p>As a neighborhood school, Amundsen students struggle with attendance. The reasons for poor attendance are numerous, so our attendance plan must be multi-tiered to have an impact on overall attendance rates. Every member of the Amundsen community participates in our attendance strategy</p> <p>Amundsen will continue with a multi-tiered attendance approach: student contracts with attendance expectations of 90% with accountability; hall sweeps to ensure students are in class on time; attendance incentives to encourage positive behaviors; multiple after school instructional opportunities to allow for attendance recovery; parent communication using phone triggers, personal phone calls, and 5-day/10-day truancy letters</p>	90.40	91.10	92.50	93.00
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Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

Implement a family involvement plan, in cooperation with the Friends of Amundsen (FOA), Parent Advisory Committee (PAC) and Bilingual Advisory Committee (BAC), that will help families become active partners by providing resources and opportunities to become meaningfully involved, both at home and school.

...then we see...

Families will assume various roles within the school as informed and confident advocates for their children's education and for their school's performance.

...which leads to...

An increase in family engagement as reported by the 5 Essentials Survey.

Tags:

English Learners, Family and Community Engagement

Area(s) of focus:

3

Action step

Conduct a family and faculty survey to provide baseline data (i.e. needs, interests, and ideas about partnering) to use in planning the family involvement plan.

Responsible

Administration
BAC/PAC
FOA
ILT

Timeframe

Aug 22, 2016 to
Sep 2, 2016

Evidence for status

-Data analysis from completed surveys

Status

Completed

Family and Community Engagement

Provide a family volunteer form at registration to recruit families.	Administration BAC/PAC FOA ILT	Aug 22, 2016 to Aug 26, 2016	-Completed family volunteer form organized in database	Completed
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Family and Community Engagement

Host parent/community focus groups to identify barriers that prevent families from becoming involved and develop ideas to overcome barriers.	Administration BAC/PAC FOA ILT	Oct 1, 2016 to Oct 31, 2016	-Notes/minutes from focus groups	Completed
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Family and Community Engagement

Based off survey data and focus groups, develop a family involvement plan, with the PAC, FOA and BAC. that includes activities, workshops, events, and volunteer opportunities, to be implemented throughout year.	Administration BAC/PAC FOA ILT	Oct 1, 2016 to Nov 30, 2016	-Completed family involvement plan	On-Track
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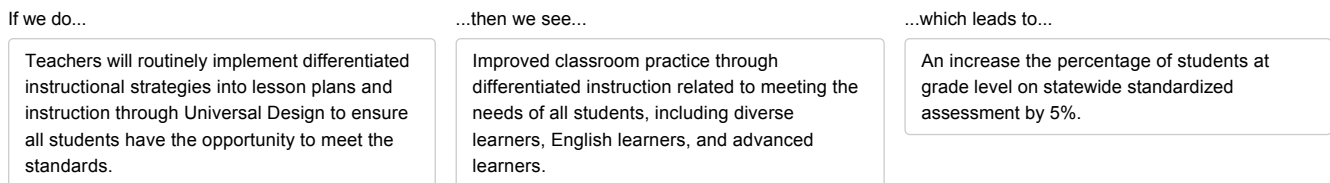
English Learners, Family and Community Engagement

Develop a family/community bi-weekly newsletter (English and Spanish) to inform family/community about events, programs, policies, and involvement opportunities.	Administration BAC/PAC FOA	Jun 1, 2018 to Jun 1, 2018	-Consistent cadence of family/community news letter	On-Track
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English Learners, Family and Community Engagement

Implement family involvement plan including activities, workshops, events, and volunteer opportunities, to be implemented throughout year.	Administration BAC/PAC FOA	Jun 1, 2018 to Jun 1, 2018	-Evidence of events, workshops, (i.e. agendas, etc.)	On-Track
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Strategy 2



Tags:
Diverse Learners, English Learners, Curriculum Design, Instruction, Professional development

Area(s) of focus:
2

Action step

Responsible

Timeframe

Evidence for status

Status

Establish a professional development calendar around Universal Design that includes time and space along with roles and responsibilities for delivering the professional development.	Administration ILT	Sep 1, 2016 to Oct 1, 2016	-Completed professional development calendar	Not started
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Diverse Learners, Professional development, Differentiated instruction

Teachers will meet weekly to collaboratively plan lessons that incorporate Universal Design strategies based off the analysis of informal and formal data about students' readiness levels, learning styles, and interests to ensure all students needs are being met.	Administration Course Teams	Sep 1, 2016 to Jun 1, 2017	-Submitted unit/lesson plans -Course team agendas/minutes -Course team observations	Not started
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Diverse Learners, Curriculum Design, Differentiated instruction

EL teachers will attend at least 2 professional development sessions throughout the academic year.	Administration EL Teachers	Sep 1, 2016 to Jun 1, 2017	(Blank)	Not started
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English Learners, Assessment, Professional development

Teachers of EL transitioning and parental refusal students will use the district form quarterly to track student progress and in order plan differentiated lessons to meet individual student needs.	Adminstraion EL Teachers	Sep 1, 2016 to Jun 1, 2017	(Blank)	Not started
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English Learners, Differentiated instruction

Create and implement metrics and monitoring protocols, including surveys, rubrics, and observation tools to measure the progress of differentiated instruction.	-Administration -ILT	Sep 1, 2016 to Jun 1, 2018	-Completed protocols, surveys, rubrics	Not started
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Differentiated instruction, Progress moniorting

Strategy 3

If we do...

Teachers will work in course teams to create and review common assessments and instructional tasks to determine task complexity and ensure that task complexity matches the cognitive demand of the relevant content standards.

...then we see...

Students engaged in complex, standards-based aligned tasks that challenge student thinking and promote student inquiry and choice, resulting in active student engagement.

...which leads to...

An increase the percentage of students at grade level on statewide standardized assessment by 5%.

Tags:
Teacher Teams/Collaboration, Rigorous tasks

Area(s) of focus:
1

Action step

Responsible

Timeframe

Evidence for status

Status

The school administration will support the development of effective course teams by:
(1) providing weekly collaborative planning time for review of student work and assessment data,
(2) defining clear expectations and provide protocols for use during collaboration time,
(3) providing expert support (i.e. coaching) for teams that may not have experience with collaboration, and
(4) observing course teams for feedback.

Administration

Sep 1, 2016 to Jun 1, 2017

(1) Master schedule (2) course team pd (3) & (4) coaching calendar, feedback forms

Not started

Teacher Teams/Collaboration, Professional development

Develop and implement a process for instructional rounds observation cycles focusing on the collaborative development of rigorous tasks using DOK and includes time to discuss, process, and integrate new learning.

Administration
ILT

Sep 1, 2016 to Jun 1, 2017

-Completed peer-observation protocol and data

Not started

Teacher Teams/Collaboration, Rigorous tasks, Classroom rigor, Observations

Develop and implement a process for high-quality school site visits that focuses on rigorous tasks using DOK and includes time to discuss, process, and integrate new learning.

(Blank)

Sep 1, 2016 to Jun 1, 2017

-Completed school site protocol and observation data

Not started

Professional Learning, Rigorous tasks, Observation

Develop and implement a recommended school-wide exemplar lesson plan that assists course teams in planning standards-based aligned tasks and instructional activities that are cognitively challenging for individual students.

Administration
ILT

Sep 1, 2016 to Oct 1, 2016

-Completed lesson plan

Not started

Curriculum Design, Teacher Teams/Collaboration, Rigorous tasks

Create and implement metrics and monitoring protocols, including surveys, rubrics, and observation tools to measure the progress of course teams.

Administration
ILT

Sep 1, 2016 to Jun 1, 2017

-Completed protocols, surveys, rubrics

Not started

Teacher Teams/Collaboration, Progress monitoring

District priority and action step	Responsible	Start	End	Status
<p>✦ Conduct a family and faculty survey to provide baseline data (i.e. needs, interests, and ideas about partnering) to use in planning the family involvement plan.</p> <p>Tags: English Learners, Family and Community Engagement, Family and Community Engagement</p>	Administration BAC/PAC FOA ILT	Aug 22, 2016	Sep 2, 2016	Completed
<p>✦ Provide a family volunteer form at registration to recruit families.</p> <p>Tags: English Learners, Family and Community Engagement, Family and Community Engagement</p>	Administration BAC/PAC FOA ILT	Aug 22, 2016	Aug 26, 2016	Completed
<p>✦ Host parent/community focus groups to identify barriers that prevent families from becoming involved and develop ideas to overcome barriers.</p> <p>Tags: English Learners, Family and Community Engagement, Family and Community Engagement</p>	Administration BAC/PAC FOA ILT	Oct 1, 2016	Oct 31, 2016	Completed
<p>✦ Based off survey data and focus groups, develop a family involvement plan, with the PAC, FOA and BAC. that includes activities, workshops, events, and volunteer opportunities, to be implemented throughout year.</p> <p>Tags: English Learners, Family and Community Engagement, English Learners, Family and Community Engagement</p>	Administration BAC/PAC FOA ILT	Oct 1, 2016	Nov 30, 2016	On-Track
<p>✦ Develop a family/community bi-weekly newsletter (English and Spanish) to inform family/community about events, programs, policies, and involvement opportunities.</p> <p>Tags: English Learners, Family and Community Engagement, English Learners, Family and Community Engagement</p>	Administration BAC/PAC FOA	Jun 1, 2018	Jun 1, 2018	On-Track
<p>✦ Implement family involvement plan including activities, workshops, events, and volunteer opportunities, to be implemented throughout year.</p> <p>Tags: English Learners, Family and Community Engagement</p>	Administration BAC/PAC FOA	Jun 1, 2018	Jun 1, 2018	On-Track
<p>✦ Establish a professional development calendar around Universal Design that includes time and space along with roles and responsibilities for delivering the professional development.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instruction, Professional development, Diverse Learners, Professional development, Differentiated instruction</p>	Administration ILT	Sep 1, 2016	Oct 1, 2016	Not started
<p>✦ Teachers will meet weekly to collaboratively plan lessons that incorporate Universal Design strategies based off the analysis of informal and formal data about students' readiness levels, learning styles, and interests to ensure all students needs are being met.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instruction, Professional development, Diverse Learners, Curriculum Design, Differentiated instruction</p>	Administration Course Teams	Sep 1, 2016	Jun 1, 2017	Not started
<p>✦ EL teachers will attend at least 2 professional development sessions throughout the academic year.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instruction, Professional development, English Learners, Assessment, Professional development</p>	Administration EL Teachers	Sep 1, 2016	Jun 1, 2017	Not started
<p>✦ Teachers of EL transitioning and parental refusal students will use the district form quarterly to track student progress and in order plan differentiated lessons to meet individual student needs.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instruction, Professional development, English Learners, Differentiated instruction</p>	Administraion EL Teachers	Sep 1, 2016	Jun 1, 2017	Not started
<p>✦ Create and implement metrics and monitoring protocols, including surveys, rubrics, and observation tools to measure the progress of differentiated instruction.</p> <p>Tags: Diverse Learners, English Learners, Curriculum Design, Instruction, Professional development, Differentiated instruction, Progress monitoring</p>	- Administration -ILT	Sep 1, 2016	Jun 1, 2018	Not started
<p>✦ The school administration will support the development of effective course teams by: (1) providing weekly collaborative planning time for review of student work and assessment data, (2) defining clear expectations and provide protocols for use during collaboration time, (3) providing expert support (i.e. coaching) for teams that may not have experience with collaboration, and (4) observing course teams for feedback.</p> <p>Tags: Teacher Teams/Collaboration, Rigorous tasks, Teacher Teams/Collaboration, Professional development</p>	Administration	Sep 1, 2016	Jun 1, 2017	Not started
<p>✦ Develop and implement a process for instructional rounds observation cycles focusing on the collaborative development of rigorous tasks using DOK and includes time to discuss, process, and integrate new learning.</p> <p>Tags: Teacher Teams/Collaboration, Rigorous tasks, Teacher Teams/Collaboration, Rigorous tasks, Classroom rigor, Observations</p>	Administration ILT	Sep 1, 2016	Jun 1, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Develop and implement a process for high-quality school site visits that focuses on rigorous tasks using DOK and includes time to discuss, process, and integrate new learning.</p> <p>Tags: Teacher Teams/Collaboration, Rigorous tasks, Professional Learning, Rigorous tasks, Observation</p>		Sep 1, 2016	Jun 1, 2017	Not started
<p>✦ Develop and implement a recommended school-wide exemplar lesson plan that assists course teams in planning standards-based aligned tasks and instructional activities that are cognitively challenging for individual students.</p> <p>Tags: Teacher Teams/Collaboration, Rigorous tasks, Curriculum Design, Teacher Teams/Collaboration, Rigorous tasks</p>	Administration ILT	Sep 1, 2016	Oct 1, 2016	Not started
<p>✦ Create and implement metrics and monitoring protocols, including surveys, rubrics, and observation tools to measure the progress of course teams.</p> <p>Tags: Teacher Teams/Collaboration, Rigorous tasks, Teacher Teams/Collaboration, Progress monitoring</p>	Administration ILT	Sep 1, 2016	Jun 1, 2017	Not started

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

By checking the above box, the school is verifying that the attendance center complies with the statement regarding the use of SGSA funds:

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of the students attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the Illinois state board of education.
5. SGSA Funds supplement and do not supplant non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

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.

Amundsen parents meet with the school administration and other school leaders to assess school progress toward the specific components of the Title I parental involvement plan and policy. Parents are involved in the CIWP process through individual input, monthly reports from PAC, BAC, and representatives on the LCS.

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

Our PAC meetings are held monthly and are open to all parents. Each month a workshop is held according to parent request. During registration and parent-teacher conferences, an informational desk is set-up for parents to visit and inquire. Attendance for parent meetings (PAC and BAC) and events are encouraged through the school's website and the all-call phone feature. The Title 1 Annual Meeting is scheduled for Wednesday, September 21, 2016 at 5 pm. The Title 1 PAC Organizational Meeting is scheduled for Wednesday, September 21, 2016 at 5:30 pm.

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.

Every month, the PAC will receive curriculum updates through teachers/counselors/administrators regarding our milestones and strategic priorities set in the CIWP. PAC will continuously focus on providing tools and strategies to ensure the milestones are complete.

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.

Any requests made for attendance and PAC/LSC meetings, minutes, and all other information will be provided, including workshops. At every PAC meeting, suggestions and requests for improvement/training are handled and voted upon-all new members' ideas are immediately addressed accordingly.

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.

A report of all standardized test scores will be available upon request for PAC members and reflected upon for all LSC members for informed decision-making as soon as data is made readily available to AHS.

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.

All students will be taught by a "highly qualified teacher". If, in the case, a teacher is identified as not "highly qualified", then we will communicate through letters and phone calls to provide a rationale for the mark and provide the actions steps to remedy the situation. All parent concerns will be immediately addressed at either/both PAC and LSC meetings.

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.

Parents will be assisted by receiving information at the local school council meetings and PAC meetings. PAC ideas will include initiatives such as training, resource procurement, and workshops through utilizing Title I parent funds. To monitor their child's progress, parents have access to Gradebook and parent portal. The school holds training sessions at different times throughout the year to help parents learn how to utilize the program

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.

PAC provides training on information, resources, materials and technology on a yearly basis, open to all parents through our annually scheduled PAC workshops. All workshops are reviewed/modified to meet any specific need per request of PAC members during our in-service days in the first week of the school year. Additionally, the counselors offer different types of sessions for interested parents. Sessions include completing FAFSA forms and choosing post-secondary options.

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.

Professional development is embedded into the school throughout the year to discuss with teachers different aspect of parent communication and how to best utilize parents to help student performance.

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.

PAC and LSC will partner with any of these programs as available. PAC already involves parents in our school programs such as AVID, IB, Honors, Advanced Placement, National Honors Society, as well as all our tutoring options-AHS tutoring, DEY tutoring, and SES.

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.

All languages are accounted for in mailings, emails, and website posts. For all meetings, we have audio translation equipment adjustable for any language upon request.

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)

NA

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.)

Vision:

Amundsen High School is THE school of choice for our neighborhood families due to its excellent student achievement results and competitive academic and extracurricular programs, offered in a 21st century facility. Teaching to ensure growth and achievement is the core principle of all instruction. Amundsen High School graduates embrace intercultural respect and possess the needed skills to be leaders in their communities and in a global society. Finally, every Amundsen High School graduate will be Accountable, Honorable, and Scholarly.

Mission:

Our mission is to provide every Amundsen student with: a 21st Century rigorous and relevant education, which prepares them for success in their post-secondary academic endeavors and careers; authentic learning experiences that develop their ability to be life-long, independent thinkers and learners, equipped with comprehensive literacy skills in mathematics, languages, arts, sciences, and technology; and, a foundation for understanding a variety of cultural perspectives (international-mindedness) and a service-oriented mindset.

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.

Parent-teacher conferences will be held every November and April. Additionally, individual conferences are conducted as needed. Dates of Freshman/Sophomore and Junior/Senior Parent nights are also included in the PAC School-Wide Mailings which take place during the second and third weeks of September.

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

The school utilizes Gradebook which is near real-time grade information. The parents also receive a grade report each five weeks of the school year.

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

At Amundsen, parents make appointments to see staff before school, after school, or whenever the staff member is available (i.e. not during instructional time). Further, parents who wish to see a non-teaching staff member (e.g. Principal, Asst. Principal, Counselor, etc.) can do so before, during, or after the instructional day and may mediate conversations with multiple staff members.

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

Parents may volunteer and participate in their children's classes through opportunities as instructional volunteers, volunteering for special events (e.g. fieldtrips, fundraisers). These opportunities exist throughout the school year.

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

Amundsen parents will support their children's learn by monitoring attendance, reporting behavior/discipline/motivation issues, monitoring homework and other academic work, completing informational requests and surveys, and participating in parent involvement opportunities for whole school development of all children. Additionally, the PAC workshops will be designed to provide several strategies to engage their kids at home and also find routes to resources at school.

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

When deciding the best course of action to improve their child's education (i.e. achievement, growth, or behavior/discipline/motivation), parents will consult with the child's teacher, and when needed counselor, dean of students, or administration. This meeting will be convened by student, parental, teacher, or administration request and attended by all pertinent parties to decided collaboratively and through consensus the best course for the student.

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 bear responsibility for improving their own academic achievement by attending school prepared every day, making a positive effort in all subjects, fulfilling assignments and performing well on assessments. They also bear a responsibility for improving the school overall by investing and contributing through civic engagement, volunteerism, engaging in extra-curricular activities, and other school wide efforts.

Parent Budget

Complete

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

The goals of the PAC are to support parents and ensure they are equipped with he training and skills needed to support and guide their students through as successful high school career. The PAC topics and training's align with with every aspect of student achievement specifically, culture and climate, discipline, STLS and Health Center services, parent GPA and school report card training, standardized testing training's and strategies, as well as job opportunity information for parent.

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.	\$ 1100 .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.	\$ 68 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 1722 .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)	\$ 1100 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ Amount .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	Reimbursements Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	\$ 1100 .00

53510 **Postage**
Must be used for parent involvement programs only.

\$	1800	.00
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53306 **Software**
Must be educational and for parent use only.

\$	Amount	.00
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55005 **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents.

\$	Amount	.00
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