



John Marshall Metropolitan High School (/school-plans/568) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
03/07/2016	Campbell, Stewart, Quinn, Baggett, Greenlee, Henry, Baldon, Chambers, McGee, Burrel, Cruz, Jones, Minor, Lafrenz, and Shokunbi	Assigning Teams and Roles with school staff

03/08/2016	Dorrell, Dixon, Cruz, Jones, Minor, Lafrenz, and Shokunbi	Assigning Teams and Roles with ILT
03/22/2016	Dorrell, Dixon, Cruz, Jones, Minor, Lafrenz, Owens, and Shokunbi	ILT gathering evidence for SEF categories and assigning scores
03/29/2016	Dorrell, Robinson, Minor, Lafrenz, and Shokunbi	ILT strategic planning and goal setting
04/12/2016	Dorrell, Cruz, Lafrenz, Battin, Burrel, and Shokunbi	Finalize CIWP strategies
05/24/2016	Dorrell, Dixon, Lafrenz, Battin, Cruz, and Shokunbi	Revise CIWP based on Network Feedback

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

The evidence is stated below:

- Vision Statement: The vision is ensure that all students are prepared to be productive citizens in our global society.
- Mission Statement: Our mission is to provide all students with a quality education, including effective communication, critical thinking, and relationship building skills.
- Staff/Teacher of the Month
- Shared Leadership/Roles - Instructional Leadership Team, grade level, and dept leaders
- School Reform Initiative (SRI) meeting protocols, agenda, meeting minutes
- Needs assessment surveys
- Gradual Release of Responsibility for instructional school-wide focus
- 5 Signature Strategies taken from Teach Like a Champion
- Partnership with Cambridge.
- Teacher Handbook and a Scholar Code of Conduct.

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	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

Score

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.

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The evidence is stated below:

- PARCC and ACT data driven cycle: Use timely and relevant data/evidence sources.
- Asking, "Is it working?" about some programs, initiatives, and/or strategies in the school.
- Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
- Progress Monitoring of previous actions
- Share leadership for improving teaching and learning with representative school members: grade level and dept leads, ILT, Cambridge, counseling, and Admin team
- Organize the team around a common understanding of team's purpose and instructional priorities (vision and mission statement)
- Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- Use of SRI protocols - 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: 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.
- 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.
- 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

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

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	<ul style="list-style-type: none"> ✓ Five Essentials: Instructional Leadership
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"> A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

Score

1 2 **3** 4

The evidence is stated below:

- Teachers have several opportunities for different ed professional development including collaborative time during departmental meetings, Wednesday Flex Days, Monday PDs, grade level team meeting, principal directed time, Cambridge PD sessions, outside consultants/vendors, ECHO forms, coaching sessions, ongoing observations with feedback.
- Teacher surveys asking teachers for topics for professional improvement
- Evidence also includes positive PD survey feedback, coach and administration observation notes, and teacher and student growth on REACH and SQRP attainment and growth. Coaches and administration meet weekly to analyze observation and coaching data to determine next steps in individualized support for teachers.
- Teacher progress is tracked weekly through google drive and used to inform coaching and differentiated PD sessions.

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

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The evidence is stated below:

- Schedules: School day and student schedules aligned with student needs
- SIG Grant (purchased Chromebooks, ELMOs, etc)
- Stakeholders involved in the hiring process
- Hiring process involves teaching a demo lesson, review of previous REACH evaluations
- Evaluated partnerships with external organizations to see effectiveness
- Challenge: Budget was cut by two million dollars

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
Measures	✓ 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:

Score

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

1 2 3 4

The evidence is stated below:

- SQRP attainment and growth, curriculum maps, unit plans, PARCC aligned assessments, REACH, exit slips, EQs to guide units and summative writing assessments
- Advanced Placement courses / CTE programs: JROTC, Culinary, and Horticulture
- Cambridge hosted and supported sustainable curricular collaboration for English and Social Science teachers, and worked with teams to implement the outlined writing curriculum and create ACT and PARCC aligned unit plans that target priority skills— teachers have identified and articulated priority skills, put these into their Unit 6 plans, and allowed them to guide UbD unit plans.
- Growth areas include equitable access to computer labs and textbooks/novels for all departments and students, integrating SEL standards in the classroom, alignment of skills both vertically and horizontally per department, and consistent curriculum/pacing guide creation and utilization.

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&scrid=Y3BzLmVkdXxrY3xneDoyYjllNGI4MmY3YTlxYTgz>), 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

The evidence is stated below:

- Our instructional materials are aligned to curricular plans, expectations & standards:
- We offer a variety of technology to students and staff to support student educational needs, i.e., desktop computers, laptop computers, Chromebooks, Ipads and Mondo Pads. This technology is available to help differentiate instruction. Student outcomes and developmental appropriateness is determined by who will benefit at what time from use of specific technology based on purchased online tools geared to measure student achievement in particular areas to help align supplemental instruction. More intentionality is needed around equitable accessibility, how to effectively use the tools, and teacher training on the tools to ensure regular use.
- Other resources: Think Through Math, Mastery Connect, Study Island, Elmos, and LCD projectors

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	<ul style="list-style-type: none"> Ambitious instruction Supportive Environment
CPS Framework for Teaching	<ul style="list-style-type: none"> 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

The evidence is stated below:

- Through our department meetings, and course team meetings, teachers follow specific protocols that allow them to examine student work, and tasks.
- Teachers work to align tasks to standards. Teachers have systems in place to check for student understanding, and assess students through the closure strategy, Exit Slips.
- Teachers plan for collaborative as well as individual assignments that are aligned to state standards. Teachers each hold the belief that all students are capable of achieving, and have high expectations for all students. Task reflect key complexity and evidence of knowledge of transferable learning. Task provide students with the opportunity to relate key ideas to concepts, and engage with the learning environment in a critical manner.

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

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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)

The evidence is stated below:

-Transition Evidence: Incoming freshman participate in a three day orientation to help get them acclimated into HS life. This gives them a chance to meet their teachers and familiarize themselves with the building. They go through a full school day in which they attend all of their classes, so they are better prepared to transition into high school. We want to make sure they have college as their end goal, so we take them on a college field trip. Once they get here, we monitor their attendance, behavior, and grades very closely. They are then tiered in 3 levels for each of these categories, and appropriate interventions are put into place for each tier. Throughout the course of the year, we continue to help prepare them for post secondary success by focusing on college readiness and the development of the soft skills required to persist. Students who enroll after the beginning of the school year are interviewed by the counselor and dean and informed of the processes, protocols and expectations of the John Marshall student. Throughout students tenure at Marshall they participate in different courses conducive to their grade level. Junior students participate in one goal as well as ACT prep courses, and seniors participate in One Goal and Senior Seminar to prepare them for their transition into college.

-Awareness Evidence: During freshmen orientation students are taken on a college tour so they are exposed from the very start of their HS experience to college life. Throughout the years we continue to engage students in collegial conversation and provide academic opportunities and supports. Sophomore, Junior and Senior students attend college visits and fairs as well as participate in conversations with various guest speakers and representatives from both colleges and universities. Students are assisted through the process of college applications, scholarships, and understanding financial aid. within the senior seminar and one goal class.

-Career Access and Persistence: CTE programs for job readiness skills (JROTC, Culinary, and Horticulture) / Senior students have dual enrollment here at Marshall and at Malcolm X College

-Challenge: There is an equity issue that Marshall students face/funding issues

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	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

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

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The evidence is stated below:

- Making progress towards pedagogical approaches that are shared among staff.
- While some teachers succeed with communicating with students, there is not always common approach
- Teachers are working with Cambridge coaches to improve classroom instruction.
- Continue to improve Interventions with students regarding behavior, classroom management
- Teacher capacity building
- Questioning techniques range from low to high levels. Helping student connect academics with the real world and project based assessments / Common Core skill building needed school wide
- Monitoring, intentionality, and focused progress monitoring needs to be throughout the year
- A common plan for academic interventions and individualize instruction for the diverse learners through the highest achieving students (honors/AP) are present
- Wide range of pedagogical approaches suitable to student learning
- Effectively communicate with students by guiding students to articulate the relevance of the learning objectives, anticipating student misunderstandings, and enable students

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	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

Score

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.

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The evidence is stated below:

- Attendance percentage tiering (below 79.99% off track. 80-89.99% Needs assistance. 90% on track.)
- Evidence of PLP: Attendance contracts
- Integrated data system: Attendance contracts
- Flexible Learning: Check in days and times for some students to help them with attendance and through the day
- Use of student learning plan: IEP and Small group instruction
- Evidence of on track monitoring & Support: Dept and Grade level teams
- We intervene in a timely and effective way to help students who are struggling and use progress-monitoring data to trace effectiveness of interventions and student response to intervention.
- Students are identified as off track due to low attendance and poor course performance and they are given intensive supports to address root causes of why students have low attendance and grades. There are progress monitoring across grade levels to track effectiveness of interventions and students responses to RtI.

Guide for Multi-Tiered System of Support

- **TIER 1 - Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated. (3e)**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, teachers make effective impromptu adjustments that individualize instruction for students.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.
- **TIER 1 - Customize the learning environment, pace, and approach of teaching and curriculum in order to meet each learners' individual needs ('Personalized Learning').**
 - Empower student to advance their learning.
 - Use up-to-date individual student profiles that include strengths, needs, motivations, and outlines an individualized path to reach his/her goals.
 - Classrooms are student-centered with student agency.
 - Each student has the opportunity to advance upon demonstrating mastery.
- **ON TRACK - Provide universal supports to prevent failing and absenteeism and targeted interventions for grades below "C" or chronic absenteeism. (On Track)**
 - Identify students off track due to low attendance and poor course performance and provide intensive supports to address root causes of why students have low grades and poor attendance.
- **TIER 2 & 3 - Collaborate and work as teams of teachers and Related Service Providers (RSP) to plan and monitor targeted student support with varied instructional strategies and SEL support of varying degrees of intensity for all students.**
 - Monitor students requiring and receiving targeted and intensive instruction/interventions.
 - Use the Problem Solving Process to plan Tier 2 and 3 instruction/interventions.
 - Determine appropriate interventions for students or groups of students not making adequate progress.
 - Use progress monitoring data to track effectiveness of interventions and student response to intervention.
- **TIER 2 & 3 – Implement Personal Learning Plans (PLP (<https://sites.google.com/a/cps.edu/kc/curriculum/instructional-supports/school-year-supports---personal-learning-plans>)) goals and intervention strategies for students requiring school year supports as described in Elementary School Promotion Policy (Board Report 09-1028-PO2).**
 - Ensure implementation of these plans, review subsequent 5 week data, determine the effectiveness of the strategies and adjust plans as needed.
- **Communicate to parents/guardians the additional supports and/or interventions provided for their child to better align school and home environments.**

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

Score

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.

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The evidence is stated below:

- Use multiple measures to provide a more comprehensive picture of student learning.
- Use screening, diagnostic, and progress monitoring assessment to tier student learning
- Make assessments accessible to students: BAG reports, ACT/Parcc scores, report card, and student conferences
- Provide accommodations/modifications in assessments, student response, and setting/timing of assessments
- Utilize Parcc and ACT assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.
- Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs
- Building common assessments within a department, course, or grade level team.
- Invest resources in helping teachers evaluate and improve the quality of formative assessments: MasteryConnect, Academic Approach, and Study Island
- 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, post-secondary institutions, and prospective employers.
- Growth Area: 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.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.

- Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
- Use common protocols and calibrate on scoring and grading in teacher teams.
- Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
 - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
 - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
 - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments
	✓ Units and lesson plans with formative and summative assessments embedded in a long term plan
	✓ Evidence of assessment data analysis for the purpose of planning
	✓ Assessment calendar
	✓ Examples of gradebooks
	✓ School's grading policy
	✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
	1c. Selecting Learning Objectives
	1e. Designing Student Assessment
	3d. Using Assessment in Instruction
CPS Framework for Teaching	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

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The evidence is stated below:

- Sample of individual student learning goals: IEP's
- Display in freshmen wing about student grades and failures;
- Subject specific student of the month, attendance percentage and FOT rate displayed;
- Attendance incentives
- Monthly grade level community meetings celebrating academic successes and setting academic expectations;
- Implementing school wide signature strategies (what to do, 100%, do it again, tight transitions, strong voice) encourage student resilience and hard work
- Data trackers to show student achievement and identify areas needing improvement;
- Usage of programs including Think Through Math and Study Island that differentiate expectations so all students' stretch to not only meet but also exceed personal learning goals;
- Students are provided with data to self assess and develop a reflective habit of mind essential for improvement so they take responsibility for their learning;
- Community meetings encourage student sense of belonging to the school, grade level and classroom community
- Weekly grade level meetings employ strategies including ongoing monitoring and support of students' academic behaviors
- Peace circles and meetings with mentors to ensure students feel safe to share misunderstandings and struggles

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

Score

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the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

The evidence is stated below:

- professionals who are interested in expanding school and community connections for students with disabilities must reassess their roles to one in which they are facilitating friendships and social support networks as well as teaching appropriate social skills
- GRR model of instruction
- Review student work/teacher work protocols
- Students are assigned mentors to do academic, behavior, and attendance check-ins bi-weekly
- Students are assigned mentors to do academic, behavior, and attendance check-ins bi-weekly
- During observational rounds, praise to correction ratios are tallied to ensure a greater proportion of interactions is positive as opposed to corrective
- Community meetings and teaching of social skills create opportunities for students to build positive relationships with peers

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, Engagement, & Civic Life:

Students are interested and engaged in learning, invested in their school, and contributing to their community. The school provides early and ongoing exposure to a wide range of extracurricular activities and rigorous courses and programming.

Score

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The evidence is stated below:

- Access to a few extra curricular and enrichment opportunities (multiple sports teams, senior council, national honor society) that build leadership, nurture talent and interest, and increase attendance and engagement with school.
- CTE programs, dual credit, AP program
- Poetry Program (partnership with DePaul University)
- Students being trained for peer jury and restorative chats
- Student rep a part of the Local School Council
- Civic Engagement: Aspen Challenge, Flint Michigan
- Growth area: students do not have equitable access to a wide range of varying opportunities

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

The evidence is stated below:

- CPD on staff, all personnel needs proper ID to enter and scholars go through the metal detectors.
- All visitors must sign in and given a pass and radio communication to inform relevant personnel of the visitor's presence.
- There are pre-assigned meeting locations such as 127, the parent room, dean's office, security office and 129.
- Scholars do not bring weapons to school as they view the school as a safe place.
- Regular practice of fire drill protocol, all classrooms have the nearest exit stairway procedures and lock-down, storm and safety procedure.
- There are at least two security personnel on each floor that ensure halls are cleared and safe as well as teachers present at their doors to help get scholars to class. All classrooms have the office button to communicate with office. The procedures and protocols are in place but more practice and consistency is needed.
- All students know how to transition between classes and activities. Announcements are made when changes will occur. All classrooms use the 5 signature strategies strong voice, tight transitions, do it again do it better, 100% and what to do and we also get weekly announcements with focus areas for the week on managing classroom and transitions. All classrooms have expectations, routines and positive and negative consequences posted to help manage student behavior. Most teachers use verbal warnings, referral to social worker, BAM, WOW etc, hall conferences parent phone calls and or conferences and dean referrals to help scholars self-correct.

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	<ul style="list-style-type: none"> ✓ MVMS score – “Safety” ✓ % of teachers proficient or distinguished in 2c (Management of Transitions) on the Framework for Teaching? ✓ Examples of teacher practice improving in Domain 2 of the Framework for Teaching. ✓ School Climate Standards Rubric/Assessment
Measures	<ul style="list-style-type: none"> ✓ Five Essentials – Supportive Environment score ✓ My Voice, My School Survey “Safety” score
Five Essentials	Supportive Environment
CPS Framework for Teaching	2a. Creating an Environment of Respect and Rapport 2c. Managing Classroom Procedures 2d. Managing Student Behavior
CPS Performance Standards for School Leaders	A4. Creates a Safe, Clean and Orderly Learning Environment

Restorative Approaches to Discipline:

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

Score

1 2 3 4

The evidence is stated below:

- A team meets regularly to organize systems that support a restorative environment: grade level meetings, attendance team, dean restorative chats/peace circles. etc
- Post and refer to clear, positively stated expectations and model expected behaviors: signature strategies from teach like a champion, school-wide non-negotiable, classroom/teacher expectations, GRR
- Create routines and procedures (classroom/school-wide)
- Contact families frequently to inform them of positive student behavior and progress.
- Student incentive initiatives by varying departments: short and long term opportunities for reinforcement for all students.
- Explicitly teach expected behavior and positively reinforce consistently school-wide.
- Avoid power struggles with students by offering choices. Redirect students privately and respectfully.
- 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.
- CHAMPS and Teach Like a Champion initiatives
- Students being trained for peer jury and restorative chats through student involvement with the Aspen Challenge

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

The evidence is stated below:

- Parents are contacted for school wide events for their participation/Evidence: Flyers and letters also Robo call logs
- Parents are involved in Open houses and Report card Pick-up
- Parents are involved in Student Orientation by grade level
- Parents are involved in Parent Senior night activities
- Parents are involved in Sports Celebrations
- Parents are involved in Student Academic Achievement celebrations/Evidence: Parents are contacted through phone calls, mailings, robo calls, flyers and marque postings.
- Parents sign-in on each event they attend.
- Senior Parent night and multiple forms of communication
- Student learning projects/activities: Aspen Challenge, After School Matters, etc.
- Art and poetry events at Chicago land galleries
- Other parent outreach efforts:BAG Reports, Attendance contracts, parent - admin conferences, home visits, etc

Guide for Parent Partnership

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of communication methods and content
	✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.
	✓ Outreach efforts
	✓ Documentation of responsiveness to Parent Support Center concerns raised
	✓ Event agendas, flyers
	✓ Fundraising activities and amounts (if applicable)
Measures	✓ 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 Teaching 2c. Managing Classroom Procedures
CPS Performance Standards for School Leaders	4c. Communicating with Families
	D1. Engages Families

School Excellence Framework Priorities

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

3 Expectations for Quality & Character of School Life: Safety & Order

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

1	2	3	4	5	∅
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Goals

Required metrics (Highschool)

13 of 13 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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My Voice, My School 5 Essentials Survey

2015 School Progress Report:
 - Involved Families = Strong
 - Supportive Environment = not enough data
 - Ambitious Instruction = not enough data
 - Effective Leaders = Neutral
 - Collaborative Teachers = Strong

2016 Preliminary School Progress Report Overall Results: Well Organized

2017 and 2018 School Progress Report Goal:
 - Involved Families = Strong
 - Supportive Environment = Strong
 - Ambitious Instruction = Strong
 - Effective Leaders = Strong
 - Collaborative Teachers = Strong

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

Marshall's ACT average in 2015 was 15. The 2015 Student Growth Percentile for 11th Grade ACT students was 24th Percentile - Below Average. Eleventh grade ACT scores range from 1-36. To facilitate the growth of individual students taking the ACT, Marshall students completed four interim assessments during SY15-16 (Oct, Feb, March, and April). Students scored a class average of 11.6, 12.1, 12.4, and 12.4 in English respectively. Students scored a class average of 14.1, 14.8, 14.9, 15.8 in Mathematics respectively. Students scored a class average of 13.3, 13.6, 14.3, and 14.1 in Reading respectively. Students scored a class average of 13.8, 15.2, 14.7, and 15.6 in Science respectively. Based on this trend of student benchmark results and academic achievement this year, we would like students to show increase in their score by 1-3 points each year. Our goal is for students to have an ACT average of 16 in 2016, and an average score of 17 in 2017.

2.00	(Blank)	1.50	2.00
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African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

2015 Student Growth Percentile - 11th Grade ACT (24th Percentile - Below Average)

Based on this trend of student benchmark results and academic achievement this year, we would like students to show increase in their score by 1-3 points each year. Our goal is for students to have an ACT average of 16 in 2016, and an average score of 17 in 2017.

2.00	(Blank)	1.50	2.00
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Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

n/a (100% African American Population)

(Blank)	(Blank)	0.00	0.00
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English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

n/a (100% African American Population)

(Blank)	(Blank)	0.00	0.00
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Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

Marshall's ACT average in 2015 was 15. The 2015 Student Growth Percentile for 11th Grade ACT students was 24th Percentile - Below Average. Eleventh grade ACT scores range from 1-36. To facilitate the growth of individual students taking the ACT, Marshall students completed four interim assessments during SY15-16 (Oct, Feb, March, and April). Students scored a class average of 11.6, 12.1, 12.4, and 12.4 in English respectively. Students scored a class average of 14.1, 14.8, 14.9, 15.8 in Mathematics respectively. Students scored a class average of 13.3, 13.6, 14.3, and 14.1 in Reading respectively. Students scored a class average of 13.8, 15.2, 14.7, and 15.6 in Science respectively. Based on this trend of student benchmark results and academic achievement this year, we would like students to show increase in their score by 1-3 points each year. Our goal is for students to have an ACT average of 16 in 2016, and an average score of 17 in 2017.

3.00

(Blank)

1.50

2.00

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

Marshall's ACT average in 2015 was 15. The 2015 Student Attainment Percentile for 11th Grade ACT students was at the 10th Percentile - Below Average.

8.00

(Blank)

8.00

8.00

Freshmen On-Track Rate

Students will earn at least five full-year course credits (10 semester credits) and no more than one semester F in a core course (English, math, science, or social science) in their first year of high school.

74.20

89.00

90.00

95.00

All incoming freshman will participate in Freshmen Connection and Orientation, a one-week program during the summer that prepares student fir the academic and behavioral expectations of successful high school students.

Attendance Freshman Team member will monitor attendance and be apart of the Freshman Grade Level team meetings.

4-Year Cohort Graduation Rate

9th grade On-Track rates will be monitored and sustained academically in 10th and 11th grades to ensure a large increase in graduation rates over the next two years. Progress monitoring will occur during weekly grade level and/or department meetings.

50.00

51.90

55.00

60.00

Attendance Team will monitor and post school-wide attendance and by grade level attendance daily. One member from this team will serve on each grade level team to student progress in behavior, attendance, and grades.

1-Year Dropout Rate

To drive data improvements we will improve the quality of professional relationships in our school by allowing different examples of student voice (i.e., students help us change the data by feeling motivated to come to school, to learn, to earn good grades, to avoid misconducts, to graduate, and to enroll in some post-secondary options).

11.20

7.60

6.00

3.00

The 2016-2017 course offerings will be expanded to include AP, dual credit courses, and honors classes in some subject areas to expose students to college prep programs, therefore reducing our annual drop out rate.

Attendance Team will monitor and post school-wide attendance and by grade level attendance daily. One member from this team will serve on each grade level team to student progress in behavior, attendance, and grades.

College Enrollment Rate

To drive data improvements we will improve the quality of professional relationships in our school by allowing different examples of student voice (i.e., students help us change the data by feeling motivated to come to school, to learn, to earn good grades, to avoid misconducts, to graduate, and to enroll in some post-secondary options).

27.70

45.50

50.00

60.00

College Persistence Rate

Implement ways to promote and measure freshman year social and academic integration for former students and increase the frequency of student-faculty informal contact post-graduation.

44.80

48.80

50.00

52.00

Average Daily Attendance Rate

Prepare learning contracts for students to sign at the beginning of the semester and monitor student attendance every 5 weeks. Implement home visits on a regular basis for any drops in student attendance.

81.60

87.00

90.00

91.00

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...

a coherent literacy instructional program in which the ELA CCSS, viable curriculum, assessments, and instruction are aligned to CCSS through developing curriculum maps and unit plan templates to guide the core work of literacy instruction within literacy based courses and across all content areas

...then we see...

Instructional Leadership Team providing coaching supports and weekly PD around ELA CCSS. Using grade level meetings, teachers will receive training and coaching supports to implement literacy strategies across all content areas.

Members of the Instructional Leadership Team observing all ELA classroom instruction recorded using literal notes. Peer observers using the ECO form to provide colleagues with feedback

Instructional Leadership Team training and coaching teachers to create rigorous learning tasks and exit slips that are aligned to ELA CCSS.

Members of the Instructional Leadership Team helping teachers create a clear and appropriate link between CCSS ELA standards, objectives, assessments, and materials observed in instruction recorded using literal notes.

Instructional Leadership Team will demonstrating and training teachers to develop ELA formative assessments and benchmark assessments

ELA teachers, using instructional data for progress monitor, providing students with corrective instruction and/or individualized learning plans.

...which leads to...

70% of students demonstrating mastery of targeted ELA CCSS skills on quarterly benchmark assessments.

10% increase in on-track percentages for all grade levels

Tags:

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

Action step

Responsible

Timeframe

Evidence for status

Status

Develop and implement a comprehensive professional development plan to ensure teachers receive training on ELA CCSS and SAT strategies, with follow-up and targeted PD throughout the school year. Our external lead partner and Instructional coach will provide coaching supports and weekly PD around ELA CCSS and SAT.

Administration, ELA/SS Dept and Chair, Instructional Coach, and Lead Partner

Apr 27, 2016 to Apr 1, 2018

Meeting weekly and quarterly benchmarks in ELA/SS courses as witnessed in pre-conferencing, modeling, classroom observations, and post-conferencing.

By the end of the year, 75% of students will demonstrate mastery of targeted ELA CCSS skills on formative and summative assessments.

10% annual reductions in the number of students not meeting college readiness benchmarks, as measured by district-administered assessments.

On-Track

All incoming freshman will participate in Freshmen Connection and Orientation, a one-week program during the summer that prepares student for the academic and behavioral expectations of successful high school students.

Attendance Freshman Team member will monitor attendance and be apart of the Freshman Grade Level team meetings. Freshman lead teacher will monitor the behavior and grades of 9th grade students throughout the year.

Freshman team and lead, attendance team, dean of students, instructional coach, and admin

select

By the end of the year 75% of freshman students will demonstrate mastery of ELA CCSS skills on formative and summative assessments.

95% of Freshman students will be on track to graduate.

On-Track

Instructional Leadership Team will help administer, analyze trends, and create actions plans for improvement in ELA/SS benchmarks and ELA/SS courses..

ILT team, teachers, Lead Partners, and Admin

select

ILT meets bi-monthly and will follow a data driven instructional cycle. The ILT will conduct ELA/SS pre-conferencing meetings, modeling instruction, classroom observations, and/or post-conferencing sessions regularly with ELS/SS colleagues to collect quantitative and qualitative data.

Increase percentage of time on data inquiry and increase quality of data analysis taking place during common planning time as evidenced by department, grade level, coaching meeting agendas and meeting notes.

Behind

School utilizes Academic Approach PSAT/SAT interim assessment and 5 week unit plan assessments to guide instruction. Content coaches work with teachers to review data, and analyze results, and develop corrective action plans to support personalized learning targets for students.

ILT team, teachers, SIG Partners, and Admin

select

75% of students will demonstrate mastery of targeted skills on formative and summative assessments.

On-Track

Increase percentage of time on data inquiry and increase quality of data analysis taking place during common planning time as evidenced by department, grade level, coaching meeting agendas and meeting notes.

Strategy 2

If we do...

a coherent instructional math program in which the MATH CCSS, assessments, and instruction are aligned to CCSS through developing viable curriculum maps and unit plan templates to guide the core work of instruction within courses and across all content areas.

...then we see...

Instructional Leadership Team providing coaching supports and weekly PD around MATH CCSS. Using grade level meetings, teachers will receive training and coaching supports to implement math strategies across all content areas.

Instructional Leadership Team helping administer, analyze trends, and create actions plans for improvement in MATH benchmarks/MATH courses.

Instructional Leadership Team conducting MATH pre-conferencing meetings, modeling instruction, classroom observations, and/or post-conferencing sessions regularly

Members of the Instructional Leadership Team observing all MATH classroom instruction recorded using literal notes. Peer observers using the ECO form to provide colleagues with feedback

Instructional Leadership Team training and coaching teachers to create rigorous learning tasks and exit slips that are aligned to MATH CCSS.

Members of the Instructional Leadership Team helping teachers create a clear and appropriate link between CCSS MATH standards, objectives, assessments, and materials observed in instruction recorded using literal notes.

Instructional Leadership Team will demonstrating and training teachers to develop MATH formative assessments and benchmark assessments

MATH teachers, using instructional data for progress monitor, providing students with corrective instruction and/or individualized learning plans.

...which leads to...

70% of students will demonstrate mastery of targeted MATH CCSS skills on quarterly benchmark assessments.

10% increase in on-track percentages for all grade levels

Tags:

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

Action step

Responsible

Timeframe

Evidence for status

Status

Develop and implement a comprehensive professional development plan to ensure teachers receive training on MATH CCSS and GRR during the summer, and follow-up and targeted PD through the school year. Our external lead partner and Instructional coach will provide coaching supports and weekly PD around MATH CCSS and GRR.

Administration, MATH Dept and Chair, Instructional coach, Case Manager, and Lead Partner

Apr 27, 2016 to Apr 1, 2018

Weekly and quarterly benchmarks in math courses: pre-conferencing, modeling, classroom observations, and post-conferencing.

On-Track

School utilizes Academic Approach PSAT/SAT interim assessment and 5 week unit plan assessments to guide instruction. Content coaches work with teachers to review data, and analyze results, and develop corrective action plans to support personalized learning targets for students.

(Blank)

select

75% of students will demonstrate mastery of targeted skills on formative and summative assessments.

Increase percentage of time on data inquiry and increase quality of data analysis taking place during common planning time as evidenced by department, grade level, coaching meeting agendas and meeting notes.

On-Track

Strategy 3

If we do...

a diversified team that meets regular to organize systems, establish procedures, and develop monitoring systems that support a restorative environment within Marshall community

...then we see...

a 10% decrease in behavior infractions

10% increase in student enrollment in supplemental programs such as BAM, WOW, Talent Development, and Urban Alliance.

Increase percentage of time on student data analysis taking place during common planning time (grade level meetings, dept meetings, and principal directed meetings)

...which leads to...

improved culture and climate

improved attendance rates school-wide

build relationships between stakeholders

10% increase in on-track percentages for all grade levels

90% of all 10th-11th graders will be on-track for graduation

Tags:

Area(s) of focus:

3, 4, 5, 1, 2

Action step

Responsible

Timeframe

Evidence for status

Status

continuous pd for all stakeholders around Teach like a Champion with clear goals and progress monitoring systems in place; implement other initiatives including CHAMPs/PBIS, Advisory, and/or other restorative justice strategies

All teachers and staff, culture and climate team, case manager, social worker, attendance team, and Admin

Apr 27, 2016 to Apr 1, 2018

meeting/pd agendas and meeting mins

evidence in unit plan/curriculum maps

increase in the number of peace circles

increase in the number of restorative chats (student-to-student and student-teacher)

increase in the number of peer juries

teachers are actively using five selected Teach Like A Champion strategies to improve the classroom environment and increase student engagement and content mastery

On-Track

Partner with outside organizations to support SEL initiatives in class and Marshall to identify root cause of behavior; SEL will be added into teacher curriculum and/or unit plans

All teachers and staff, culture and climate team, case manager, social worker, attendance team, and Admin

Apr 27, 2016 to Apr 1, 2018

10% increase in student enrollment in supplemental programs such as BAM, WOW, Talent Development, and Urban Alliance.

Increase interaction with social worker and counseling departments

On-Track

MTSS will be implemented to ensure that each student receives the appropriate academic, behavioral, and/or social-emotional support. Content Teachers will meet in departmental and grade level teams to develop interventions based on on-track rates for academic/grades, behavior, and attendance.

MTSS/SEL team, teachers and staff, culture and climate team, case manager, social worker, attendance team, youth guidance counselors, and Admin

select

10% annual reduction of students not meeting proficiency on benchmarks

Increase the number of students passing core courses with a C or above

On-Track

Offer honors level course at each grade level in all core subjects; Offer AP courses to 11th and 12th graders, and dual enrollment through Chicago City Colleges to all 12th graders. Also offer credit recovery to students through the Aventa online program. Night school opportunities will be offered as well as flexible scheduling.

Admin, all teachers, guidance counselor, and case manager

select

10% increase of students enrolled in higher-level courses

increase in the overall 5-year graduation rate

On-Track

Strategy 4

If we do...

...then we see...

...which leads to...



give students equitable access to a wide range of extra curricular and enrichment opportunities that build leadership, nurture talent and interests, and increase attendance and engagement with the school.

improved climate and culture
 stronger school community and school pride
 more parents involved and/or attending school related events

increase in attendance, increase in the number of extracurricular clubs/activities, increase in parent momentum, and positive response on the My Voice, My School survey

Tags:

Area(s) of focus:
 1, 2, 3, 4, 5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
develop a student voice committee that includes students in key conversation about their learning experience; identify issues and implement solutions	All teachers and staff, culture and climate team, case manager, social worker, attendance team, and Admin	Apr 27, 2016 to Apr 1, 2018	increase in student led initiatives (assemblies, spirit week, academic bowls, etc)	On-Track
Links students to community resources and partners to promote civic engagement and government; class level government/ reps	All teachers and staff, culture and climate team, case manager, ILT and Admin	Apr 27, 2016 to Apr 1, 2018	meaningful community service learning projects action research projects increase in registered voters/students	On-Track

Strategy 5

If we do...

...then we see...

...which leads to...

frequent, high quality, well publicized opportunities for families and communities to participate in authentic and engaging activities in the school communities.

support and engagement of families as partners in the instruction programs

an increase in parent involvement and attendance in school related functions.

Tags:

Area(s) of focus:
 1, 2, 3, 5

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
<p>host events for parents to inform and share ideas on how to strengthen home-school relationship, support their students academically, socially, and emotionally.</p> <p>parent workshops on around best practice for learning and development, build their capacity to promote personal growth (resume workshops, GED classes, interviewing skills, professional dress)</p> <p>host a nutrition fair, job fair, and health fair (i.e., dentist on wheels)</p>	All teachers and staff, culture and climate team, case manager, ILT and Admin	Apr 27, 2016 to Apr 1, 2018	<p>increase in the number of parent workshops offered each school year</p> <p>increase parent initiative to facilitate parent workshops</p> <p>Increase in positive response on the My Voice survey</p>	On-Track

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>✦ Develop and implement a comprehensive professional development plan to ensure teachers receive training on ELA CCSS and SAT strategies, with follow-up and targeted PD throughout the school year. Our external lead partner and Instructional coach will provide coaching supports and weekly PD around ELA CCSS and SAT.</p>	<p>Adminstration, ELA/SS Dept and Chair, Instructional Coach, and Lead Partner</p>	<p>Apr 27, 2016</p>	<p>Apr 1, 2018</p>	<p>On-Track</p>
<p>✦ All incoming freshman will participate in Freshmen Connection and Orientation, a one-week program during the summer that prepares student for the academic and behavioral expectations of successful high school students. Attendance Freshman Team member will monitor attendance and be apart of the Freshman Grade Level team meetings. Freshman lead teacher will monitor the behavior and grades of 9th grade students throughout the year.</p>	<p>Freshman team and lead, attendance team, dean of students, instructional coach, and admin</p>			<p>On-Track</p>
<p>✦ Instructional Leadership Team will help administer, analyze trends, and create actions plans for improvement in ELA/SS benchmarks and ELA/SS courses..</p>	<p>ILT team, teachers, Lead Partners, and Admin</p>			<p>Behind</p>
<p>✦ School utilizes Academic Approach PSAT/SAT interim assessment and 5 week unit plan assessments to guide instruction. Content coaches work with teachers to review data, and analyze results, and develop corrective action plans to support personalized learning targets for students.</p>	<p>ILT team, teachers, SIG Partners, and Admin</p>			<p>On-Track</p>
<p>✦ Develop and implement a comprehensive professional development plan to ensure teachers receive training on MATH CCSS and GRR during the summer, and follow-up and targeted PD through the school year. Our external lead partner and Instructional coach will provide coaching supports and weekly PD around MATH CCSS and GRR.</p>	<p>Adminstration, MATH Dept and Chair, Instructional coach, Case Manager, and Lead Partner</p>	<p>Apr 27, 2016</p>	<p>Apr 1, 2018</p>	<p>On-Track</p>
<p>✦ School utilizes Academic Approach PSAT/SAT interim assessment and 5 week unit plan assessments to guide instruction. Content coaches work with teachers to review data, and analyze results, and develop corrective action plans to support personalized learning targets for students.</p>				<p>On-Track</p>
<p>✦ continuous pd for all stakeholders around Teach like a Champion with clear goals and progress monitoring systems in place; implement other initiatives including CHAMPs/PBIS, Advisory, and/or other restorative justice strategies</p>	<p>All teachers and staff, culture and climate team, case manager, social worker, attendance team, and Admin</p>	<p>Apr 27, 2016</p>	<p>Apr 1, 2018</p>	<p>On-Track</p>
<p>✦ Partner with outside organizations to support SEL initiatives in class and Marshall to identify root cause of behavior; SEL will be added into teacher curriculum and/or unit plans</p>	<p>All teachers and staff, culture and climate team, case manager, social worker, attendance team, and Admin</p>	<p>Apr 27, 2016</p>	<p>Apr 1, 2018</p>	<p>On-Track</p>
<p>✦ MTSS will be implemented to ensure that each student receives the appropriate academic, behavioral, and/or social-emotional support. Content Teachers will meet in departmental and grade level teams to develop interventions based on on-track rates for academic/grades, behavior, and attendance.</p>	<p>MTSS/SEL team, teachers and staff, culture and climate team, case manager, social worker, attendance team, youth guidance counselors, and Admin</p>			<p>On-Track</p>
<p>✦ Offer honors level course at each grade level in all core subjects; Offer AP courses to 11th and 12th graders, and dual enrollment through Chicago City Colleges to all 12th graders. Also offer credit recovery to students through the Aventa online program. Night school opportunities will be offered as well as flexible scheduling.</p>	<p>Admin, all teachers, guidance counselor, and case manager</p>			<p>On-Track</p>
<p>✦ develop a student voice committe that includes students in key conversation about their learning experience; identify issues and implement solutions</p>	<p>All teachers and staff, culture and climate team, case manager, social worker, attendance team, and Admin</p>	<p>Apr 27, 2016</p>	<p>Apr 1, 2018</p>	<p>On-Track</p>
<p>✦ Links students to community resources and partners to promote civic engagement and governement; class level government/rep</p>	<p>All teachers and staff, culture and climate team, case manager, ILT and Admin</p>	<p>Apr 27, 2016</p>	<p>Apr 1, 2018</p>	<p>On-Track</p>
<p>✦ host events for parents to inform and share ideas on how to strengthen home-school relationship, support their students academically, socially, and emotionally. parent workshops on around best practice for learning and development, build their capacity to promote personal growth (resume workshops, GED classes, interviewing skills, professional dress) host a nutrition fair, job fair, and health fair (i.e., dentist on wheels)</p>	<p>All teachers and staff, culture and climate team, case manager, ILT and Admin</p>	<p>Apr 27, 2016</p>	<p>Apr 1, 2018</p>	<p>On-Track</p>

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 these 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 I/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.

At the onset of the school year principal host annual title I meeting to review CIWP and shared upcoming events with families. Principal will meeting with Chairperson and executive body prior to monthly meetings, to review the plan, gather feedback and in joint development of the plan and policy will periodically review and revise the plan as necessary. Send notice home to parents about upcoming meetings, post on the marquee and have robotic calling system twice before the meetings and have posting of meetings on the schools webpage.

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

Marshall will hold its Annual Title I Meeting in September 29, 2016 at 4:00 pm. During this meeting, parents will be provided a copy of the Title I parent 332 Fund Budget, Position Open/Close report, SGSA funds for school and parent surveys will be distributed and collected to feedback and input. Principal will be meeting the Chairperson and Executive board to review these surveys and feedback to provided continuous parental involvement.

Parents also held their organization meeting on September 29, 2016 at 5:00 pm.

The involvement of parents, in an organized, ongoing, timely way is a focus of our school. The school will provide parents the following:

- Timely information about all definite programs.
- School performance profiles
- Their child's individual student assessment results, including an interpretation of such results.
- A description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.
- Opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate, as appropriate, in decisions relating to the education of their children if parents express an interest in doing this.
- Timely responses to the suggestions made by parents that have been offered in meetings such as those described above.
- A flexible number of meetings

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.

Parents will be provided information on Marshall's Title I Program through the school's webpage, Flyers and periodically given a student progress report to measure their child's progress to date. Parents will also be provided information during both report card pick up dated during the school year and afforded an opportunity to meet with staff to discuss these documents.

All parents and students are required to sign an acknowledgement form of Student Code of Code and Student/Parent Handbook, which includes a calendar of school events. This process is designed to increase the sharing of responsibility between families and Marshall for the high performance of all scholars. The shared responsibility outlines the following:

- Defines the goals and expectations of schools and parents as partners in the effort to improve student achievement.
- Outlines how parents, the entire school staff, and students will work together and build an effective and meaningful partnership to help students achieve high academic standards.
- Translates the policies and goals of parents and school into action statements.
- Serves as a catalyst for collaboration and a guide for ongoing, better communication, interactions and exchanges between school staff and parents.

At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. Please describe how the school will immediately respond to any such suggestions.

The school's principal will meet with Chairperson and Executive board and scheduled additional informational meetings with parents, provide refreshments for those meetings and allow for valuable feedback from other parents on programs and curriculum. Parents will also review the current parent plan and make revisions as necessary to meet the students needs for academic achievement.

Marshall will ensure that information related to school and parent programs, meetings, and other activities is sent to the home of participating children. At such time, we will provide appropriate materials and training, such as needed literacy training, not otherwise available, and training to help parents work with their children to improve their children's achievement. Our goal is to educate teachers, pupil services personnel, principals, and staff, with the assistance of parents, on how to reach out to: communicate with, and work with parents as equal partners, coordinate and implement parent programs, and build ties between home and school.

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.

Parents will be provided student grades and an opportunity to discuss their child's progress. Parents will also be provided information during the Open House September.

Marshall will provide assistance to participating parents in understanding State content and performance standards, State and local assessments, and Title I requirements: -Monitor their children and provide information on how parents can participate in decisions relating to the education of their children. -Initial discussions will be held during Q1 Progress Reporting Period when reports are distributed to parents/scholars (and repeated again during Q3). -Teacher-parent conferences will be held for any student who has not met State standards, at which they shall discuss improvement strategies, including what the parents can do to help improve student performance.

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.

Notices will be sent home to parents. Parents will also have an opportunity to meet with the administrator to discuss this matter personally and be provided with this information. This information will also be provided to the Title I Chairperson and Executive Board by the principal.

As per requirements, Marshall has generated letters providing each parent "timely notice " that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks, by a teacher who is not highly qualified.

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.

Marshall principal staff and Title I Chairperson and executive board will host parent informational meetings to discuss and distribute this information. The Title I Parent Council and principal will also host workshops to educate parents on these requirements throughout the school year.

Marshall will provide parents and scholars with a copy of the students' individual student assessment results, including an interpretation of such results. We will also provide ongoing opportunities for regular meetings to formulate suggestions, share experiences with other parents, and participate, as appropriate, in decisions relating to the education of their children if parents express an interest in doing this.

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.

Marshall High School principal and Title I Board will provided ongoing meetings and workshops with parents providing opportunity to network and received information on available resources and collaborate with other offices within CPS to gain information and resources.

At Marshall we will ensure effective involvement of parents and support a school-parent-community partnership by training and supporting parents to enhance the involvement of other parents. We will also maximize opportunities for parents to participate in school-related activities by arranging meetings at variety of times, such as in the mornings and evenings. Adopt and implement model approaches to improving parental parenting skills:

- Incentives for participation
- High School, College and Career Development
- Community resources/partners
- District and school programs and policies

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.

Marshall principal and administration will hold in-service meetings with staff to collaborate and create an atmosphere of sharing information with parents, reaching out to parents as partners and providing all necessary tool needed to achieve this goal.

Marshall will educate teachers, pupil services personnel, principals, and staff, with the assistance of parents, on how to reach out to: communicate with, and work with parents as equal partners, coordinate and implement parent programs, and build ties between home and school.

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.

Marshall will conduct activities, as appropriate and feasible, such as parent resource centers and opportunities to help parents become full partners in the education of their children. Marshall goals:

- Increase parental knowledge and self-efficacy about how to help their children succeed in school
- Increase ongoing parental involvement in children's learning and in the school
- Increase student achievement via more informed and involved parents

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

The principal provides pertinent information to parents of meetings via the School webpage, marquee, flyers and robotic calling system. Principal will also have staff to reach out to parents through surveys and meeting with parents during visits to their child's school. We will also continue to call our parents regularly to ensure that information related to the school and parent programs, meetings, and other activities are sent in a form that parents will understand.

Policy Implementation Activities

- The LSC will approve the school improvement plan and monitor the CIWP.
- In the CIWP, the school identifies current parental involvement practices and outlines activities related to expanding parent partnership programs.
- The school will coordinate the parent involvement programs identified in the CIWP.
- The school will evaluate the parent involvement policy for effectiveness and make improvements as necessary.

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

n/a

Parent Compact

Complete

The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards. Describe how the school will provide high-quality curriculum and instruction in a supportive environment. (Restate the school mission.)

Marshall High School is dedicated to providing a safe and nurturing learning environment where rigorous academic achievement and learning real-world learning experiences allowing students to grow academically, emotionally, socially and physically. We foresee that all Marshall High School Students will take ownership of their education, succeed in high school, to pursue post secondary studies and their career of their profession.

Our curriculum incorporates many resources and is fully aligned with the National Common Core State Standards. Our instruction is guided by a curriculum map and 5 week unit plans created by instructional leaders, teachers and supportive staff members. Our programs at Marshall ensure all students are able to demonstrate mastery of specific concepts. The education program is rigorous, measurable and targeted for appropriate student growth. Mastery of core content standards will be measured with national and state tests. These tools measure the academic growth and proficiency of our students. With specific measurable expectations we are able to identify the needs of each student and ensure all students are academically successful. Once enrollment is complete data will be dis-aggregated in order to set targeted growth and proficiency goals for 2016-2018.

To meet the needs of all of our students we provide a multi-tiered approach to student support. Students in need of additional support go through school based problem solving. Specific areas of concern are identified. Interventions and remediation are implemented to address all areas of concern. Student progress is charted over a period of time. If the student does not show evidence of growth and development with interventions and remediation, we request a full evaluation on the student in order to provide additional support.

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.

Open House will be held in September and both Report Card Pick Up dates during the school year:

Student achievement is formally documented through student report cards and progress reports. Report Cards are sent home with scholars at the end of each ten-week grading period. Grades given by teachers on report cards are final grades, and, therefore, are permanent and remain on the student's record.

Progress Reports are given to parents during Scholar-Led Conferences, which are held at the midpoint of each ten-week grading period. These grades indicate the current progress of the student. They are intended to let parents/guardians know how their child is progressing in each subject. Progress Report grades are not permanent.

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

Parents will receive a five week progress report every fifth week to provide current progress on the students learning. Parents will also be available to schedule meetings with staff to discuss those reports.

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

The school principal and staff will be available to meet with parents through appointments, during report card pick up, and after school:

- Staff are available to communicate to parents before or after school by appointment for a formal meetings.
- Informal meetings also occur during these times as staff are present with scholars during dismissal and are available to speak with parents.
- Instructors also make positive phone calls home to keep parents update with scholars progress.

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.

Marshall welcomes Parent Volunteers and this effort is coordinated through our School Counselor. Parent involvement can include things such as volunteering in the classroom, chaperoning on field trips, or assisting in other areas of the school community.

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

Parents will have the opportunity to monitor their child's attendance, academic progress and behavior. Parents will also be provided triggers from school via internet, Parent Portal and Text once setup for such notifications.

Marshall classes are focused on actionable steps parents can take to get involved in their children's academics and assist in putting their children on track to college with the BAG reports that are sent home every two weeks. Additionally, we have guidelines outlined in our student/parent handbook which are designed to help clarify general expectations for students, parents, and teachers. As a school we encourage parents to promote good study habits and encourage students to share classroom experiences with parents. Students must attend school every day in order to attain maximum success and achieve their fullest potential. Parents/guardians will help their children develop much needed self-discipline and important life skill by insisting and ensuring that students get to school on time each day.

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

Parents will participate in decisions during parent informational meetings, School planning sessions and through parent surveys and feedback:

To ensure effective involvement of parents and to support their participation in decisions to the education of their scholars, Marshall has developed strategies to increase parental involvement (i.e., senior parent night, open house, and community vendors nights). We have Teacher-Parent conferences for any student who has not met standards and expectations, at which they shall discuss improvement strategies, including what the parents can do to help improve student performance. We are also seeking to train and support parents to enhance the involvement of other parents.

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

Students will take responsibility in respecting others, coming to school on time and prepared to learn, being considerate of others, valuing others opinions, obeying school rules and dealing peacefully with anger management.

At Marshall we believe that ongoing classroom assessments can be used in far more productive ways to encourage student confidence. Three categories of powerful tools, taken together, permit us to tap a wellspring motivation that resides within each learner. These tools include student involvement in the assessment process, student-involved record keeping and student-involved communication, which includes scholar-led conference during our Progress grade reporting periods. Student led conferences reflect the belief that students should be actively involved in their learning and assume responsibility for the learning process. Through student led conference, students become more motivated, reflective and evaluative. They also become more critical in their approach to learning. In these three ways, we can use student involvement to help them see, understand, contribute to, and appreciate their own journey of achievement success.

Parent Budget

Complete

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

Scheduled activities identified below are for the purposes of increasing communication and collaboration among school and families to increase student achievement:

- understanding how attendance impacts scholar performance (Ongoing - Parent conferences with the Attendance Office)
- understanding what their children will be expected to learn and know via common core and NGSS standards (Fall Open House / Ongoing)
- understanding PSAT and SAT testing and scores (Quarter One - Report Card Pick up / Ongoing)

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

Account(s)	Description	Allocation
51130, 52130	Teacher Presenter/ESP Extended Day For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 0 .00
53405	Supplies In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than \$500.	\$ 0 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 175 .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)	\$ 0 .00
54505	Admission and Registration Fees, Subscriptions and memberships For Parents use only.	\$ 0 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 3170 .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.	\$ 0 .00
53510	Postage Must be used for parent involvement programs only.	\$ 0 .00
53306	Software Must be educational and for parent use only.	\$ 0 .00

55005

Furniture and Equipment

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

\$	0	.00
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