



Stephen T Mather High School (/school-plans/569) / Plan summary

## 2016-2018 plan summary

### Team

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#### Team meetings

Date	Participants	Topic
01/14/2016	ILT	Introduction to new CIWP
01/20/2016	LSC	Introduction to new CIWP
02/11/2016	ILT	SEF
02/17/2016	LSC	SEF
02/18/2016	ILT	Complete SEF/Set Priorities
03/10/2016	ILT	Strategies/Start Action Items
03/16/2016	LSC	Give update of Priorities
02/05/2016	Staff	All staff survey - SEF
03/31/2016	Core ILT members	Work on action items for Strategy 1
04/26/2016	ILT members	Correct the ...which leads to section
04/27/2016	PAC/BAC	Input on needs

#### School Excellence Framework

Culture of & Structure for Continuous Improvement

4 of 4 complete

#### Leadership & Collective Responsibility:

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

Score

1 2 3 4

Score: 3

Reflection:

Staff are motivated to strive for success for every student, however there are varying levels of commitment and some programs serve students in a greater capacity.

Strengths:

Every student has an opportunity once a week to participate in activities that reinforce the school's vision for school success through the advisory program. See list below of positive programs in "Evidence."

Weaknesses:

\*We feel there are certain groups of students who are receiving more support in achieving the vision.

\*As well as staff buy-in for supporting all of our students.

\*Communication with staff: getting information from ILT to TCT to SLC - there are areas that lack.

Evidence:

Parent Advisory Council (PAC)

Bilingual Parent Advisory (BAC),

CTE - Law and IT Recruitment - Non-feeder and feeder school presentations

School Open House

All School Redemption Day

Numerous and various year-round clubs and teams to engage students

TCT (Teacher Collaborative Teams)

SLC (Small Learning Communities) student interventions,

Weekly Advisory for all students

School-wide Tutoring after and before school - teacher volunteers

Driven and Empowered Youth (DEY) tutoring

NHS Tutoring

Mather Literacy Center

Northwestern Partnership

## 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"> <li>✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials)</li> <li>✓ Five Essentials – Program Coherence</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A1. Assesses the Current State of School Performance and Develops a CIWP</li> <li>A2. Implements Data Driven Decision Making and Data Driven Instruction</li> <li>A5. School Vision and Mission Drive Decision-Making</li> <li>D4. Demonstrates Change Management</li> </ul>

### 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.

1 2 3 4

#### Reflection:

The Mather ILT meets consistently and the structure of our meetings is organized and functional. We stay on task and address the salient concerns of the school. There is a nice balance of work by the members and information disseminated as well as problem solving to address current issues in the school. Part of the functionality of this body is the ability to break out into sub-groups based on members' respective areas of expertise. As an ILT we have implemented learning walks, brought issues from teachers to the table at our group meetings, spoken candidly about our concerns or concerns of our colleagues. We analyze data consistently (Freshman On Track, standardized test scores, learning walk observations). We then push out our information and discussions to the rest of the staff through a set line communication: ILT to TCTs or departments.

#### Evidence:

Learning Walks  
 Meeting Agendas and Minutes from ILT meetings, TCT meetings, Department Meetings  
 Self-assessment rubrics for ILTs  
 Schoolwide Redemption Day initiative  
 Clear purpose from administration--ILT members serve as a conduit to the rest of the staff

### Guide for Instructional Leadership Team

- **Engage in on-going inquiry (e.g. continuous improvement cycles) as a basis for improvement.**
  - Gain productive insight and take substantial new action or adjust strategy that clearly addresses root causes.
  - Relentlessly ask, "Is it working?" about every program, initiative, and strategy in the school.
  - Vet Initiatives and strategies on the basis of their direct or proven impact on outcomes.
  - Monitor if previous actions were implemented (fidelity) and working as intended. Ask, "If not, why not?"
- **Share leadership for improving teaching and learning with representative school members.**
  - Organize the team around a common understanding of team's purpose and instructional priorities.
  - Represent all relevant specialty content areas, programs, related services, and grade bands/department teams and is an appropriate size.
  - Represent a balance of work styles (e.g. task-oriented, provides push-back, synthesizes, etc.)
- **Use protocols and ask probing questions.**
  - Ask questions focused on factors within sphere of control and avoid a focus on student factors.
  - Use appropriate protocols and level of analysis (grade, school-wide, individuals) for meeting purpose.
  - Systematically consider root cause(s) based on thorough review of evidence.
- **Use timely and relevant data/evidence sources.**
  - Gather and use current and relevant local student, school, teacher performance (e.g. attendance data, assessment results), and operational data formatively to review and revise school and classroom practices as needed.
  - Disaggregate data for priority student groups (e.g. English learners, diverse learners).
- **Schedule and structure frequent meetings.**
  - Meet regularly (2-4 times per month).
  - Use an agenda with a clear focus.
- **Collaborate effectively, value transparency, and inform and engage stakeholders.**
  - All team members have equity of voice and are actively engaged in asking questions.
  - Celebrate small wins and improvements.
  - Regularly inform and engage stakeholders of key data and work of the ILT.
- **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

### Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> <li>✓ ILT Effectiveness Rubric Score</li> <li>✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes)</li> <li>✓ Evidence that work of ILT has contributed to positive outcomes for students and staff</li> <li>✓ Teacher team agendas/minutes reflective of ILT focus</li> </ul>
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4d. Growing and Developing Professionally</a> <a href="#">4e. Demonstrating Professionalism</a>
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

**Professional Learning:**

Score

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.

1 2 **3** 4

Reflection:

We gave ourselves a 3 because we have limited resources with regard to time and budget allowances. We have offered staff directed professional development sessions based on the interests of the faculty when time is available (such as at the beginning of the school year). The PD sessions that we have had cover things like AVID, technology, literacy, best practices, discipline, and restorative justice. However, we are limited in the ability to “persevere in collaboration” because we have so little allotted professional development time built into the CPS calendar. We also meet weekly in our course collaboration teams and monthly with our Small Learning Community groups.

Evidence

PD sessions for whole staff (see above)  
CARE Team

Administrative support with coverage for staff attendance at out-of-building PD events as well as financial assistance as possible (AP conferences, National Council of Teachers of English, National Art Education Association Convention, etc.)

**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"> <li>✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda?</li> <li>✓ PD agendas, PD feedback surveys</li> <li>✓ Teacher practice improving on the Framework for Teaching (e.g. Basic&gt;Proficient, Proficient&gt;Distinguished)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> <li>✓ Five Essentials: Collaborative Teachers</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">4a. Reflecting on Teaching &amp; Learning</a></li> <li><a href="#">4d. Growing and Developing Professionally</a></li> <li><a href="#">4e. Demonstrating Professionalism</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> <li>B6. Professional Development Provided for Staff</li> </ul>

#### Aligned Resources:

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

Score

1 2 3 4

Reflection: Given the restrictions beyond our control, the Mather administration aligns our resources to meet school priorities and maximize resource allocation. Mr. Jones has demonstrated great foresight in budgeting for the school in terms of anticipating potential budget issues during the school year. For the most part, the staff remains fairly insulated from district disruptions. We feel that we are well buffered by the administration and can focus our energies on instruction rather than the chaos of a bureaucracy. We also have a small building and have to share space and resources, but with careful planning and programming, teachers are generally well supported and programmed. Resources are fairly distributed to departments and staff as needed. Students are scheduled according to their Small Learning Community priority classes as well as their personal choices with classes and interests. We also have additional tutoring and support groups before and after school as well as during lunch periods.

#### Evidence

Tutoring schedules (DEY, NHS, etc)  
 Teacher and student programs  
 School budget  
 Teacher programming request sheets  
 Teacher morale  
 Low teacher turnover

#### 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	<a href="#">4a. Reflecting on Teaching &amp; Learning</a> <a href="#">4e. Demonstrating Professionalism</a>
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

#### Score 3

All departments have created common curriculum maps, unit maps, and quarterly assessments aligned with CCS. These were developed collaboratively in teacher course teams (TCTs). Some departments have thematic unit maps which are vertically aligned by grade level or proficiency level. WICOR strategies have been implemented in all courses to increase rigor. Course teams examine student work examples and maintain evidence of the student progress. ESL content courses are designed to mirror the content of regular courses, while providing language proficiency support. These courses are aligned to CCS as well as WIDA standards for ELLs. Students are recommended for honors and A.P. courses based on assessment scores and teacher recommendations.

The A-Team designs Advisory lessons which integrate academic and socio-emotional learning opportunities for students. Homeroom teachers, along with co-teachers and student leaders implement these lessons on a weekly basis.

Gaps to a score of 4 include:

- All departments are not completely vertically aligned
- All teachers are not extending real world application opportunities outside of the classroom

### 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&scid=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"> <li>✓ Curriculum maps, vertical/horizontal</li> <li>✓ Sequencing and pacing guides</li> <li>✓ Thematic units which cover multiple disciplines</li> <li>✓ Comprehensive unit plans including assessments</li> </ul>
Measures	✓ SQRP Attainment and Growth
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Collaborative Teachers</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">1a. Demonstrating knowledge of content and pedagogy</a></li> <li><a href="#">1d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort</li> </ul>

### 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

#### Score 2

Materials are proved from a variety of content areas and grade levels. Technology programs are used to increase reading levels. English classes have classroom libraries with different level reading materials. ELL materials are provided at various reading levels in ELL classroom libraries. Description of materials in curriculum and/or lesson plans. There is presence of varied texts and supplementary media. Subscriptions to supplemental non-fiction reading materials used for diverse and ELL students.

Gaps to score of 4 include:

- Outdated material
- Lack of high-tech lab material
- Resources that are specifically aligned to standards outlined in curriculum/unit maps
- Not all students have access to edu-tech tools

## 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"> <li>✓ Cross-section of materials from a variety of content areas and grade levels</li> <li>✓ Evidence of scaffolding and differentiation for all students to access the content/skills</li> <li>✓ Description of materials in curriculum and/or lesson plans</li> <li>✓ Presence of varied texts, supplementary media (e.g. videos)</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious instruction</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">1.a. Demonstrating Knowledge of Content and Pedagogy</a></li> <li><a href="#">1.b. Demonstrating Knowledge of Students</a></li> <li><a href="#">1.c. Selecting Learning Objectives</a></li> <li><a href="#">1.d. Designing Coherent Instruction</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>A3. Allocates Resources to Support Student Learning, Prioritizing Time</li> </ul>

### 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

#### Score 2

In TCTs teachers meet to examine student work and student performance data. Teachers collaborate to develop plans for increasing student success on assignments and assessments. Teacher teams create common lesson plans and assessments around the CCS. Teachers regularly observe their peers to look for ways to increase rigor through complex texts, inquiry-based tasks, collaborative work, and higher level questioning.

#### Gap to score 4:

- After examining student work and student assessment data, we need to increasingly find ways to help students who are not mastering the objectives or reaching standards.
- More conversations could be focused on re-teaching, and alternate methods to reaching those students.
- More students could be prepared to enroll in Honors courses and have more differentiation between Regulars and Honors courses, making Honors distinctly more challenging.

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

### Transitions, College & Career Access & Persistence:

Score

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

1 2 3 4

#### Score 4

Advisory lessons are often focused on college and career preparations. Students regularly examine post-secondary options in their advisory periods. Students regularly self-monitor their grades and meet with homeroom teachers one-on-one to discuss ways to improve grades and be prepared to reach their future goals. We have an AVID program which assists a large number of students in developing the organizational and study skills needed for college success. These AVID strategies are extended outside the program itself and implemented in classrooms school wide. Counselors help students with FASFA applications, college applications and scholarship applications. Counselors prepare college fairs and career fairs for students to speak with college and career representatives. Classroom teachers encourage qualified students to take honors and A.P. courses early on in high school to better prepare for college type course work. We offer a large number of honors and AP classes for students to choose from in all subject areas.

The Post-Secondary Leadership Team is an extension of the counseling TCT, which meets monthly to promote college applications, financial aid, and final decisions involving other stakeholders from outside the TCT.

### 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 8<sup>th</sup> Grade Algebra to all eligible 8<sup>th</sup> 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"> <li>✓ Data on college visits and college fair information</li> <li>✓ Naviance Monthly Data</li> <li>✓ Scholarships earned</li> <li>✓ Artifacts, plans, or timelines related to successful transitions structures</li> <li>✓ To &amp; Through data</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ College Enrollment, Persistence, Drop Out, and Attendance Rates</li> <li>✓ Early College and Career Credentials</li> </ul>
Five Essentials	Ambitious Instruction      Supportive Environment
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
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

1 2 3 4

Why the score

A 4. Teachers are involved in the instruction process and looking to improve their practice through the incorporation of varying assessment and instructional techniques, collaboration within content areas and across content areas.

What have we done well in this category

Inclusion of argument based learning through ACE, Socratic methods of questioning integrated into instruction, TCTs use common assessment results to drive instruction and reteaching. Use of technology (Kahoot and other online programs) for instant feedback.

What criteria keep us from being a 4

Increasing ELL language acquisition scaffolding

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"> <li>✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions)</li> <li>✓ Informational observations, peer observations, learning walks</li> <li>✓ Lesson studies</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ SGRP Attainment and Growth</li> <li>✓ REACH observation trends (de-identified)</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Effective Leaders</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<ul style="list-style-type: none"> <li><a href="#">3a. Communicating with Students</a></li> <li><a href="#">3b. Using Questioning and Discussion Techniques</a></li> <li><a href="#">3c. Engaging Students in Learning</a></li> <li><a href="#">3d. Using Assessment in Instruction</a></li> <li><a href="#">3e. Demonstrating Flexibility and Responsiveness</a></li> </ul>
CPS Performance Standards for School Leaders	<ul style="list-style-type: none"> <li>B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices</li> <li>B2. Observes and Evaluates Staff and Gives Feedback to Staff</li> </ul>

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every

Score

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.

Why the score

A 3. We have many programs for some of the students but we don't have all the programs for all the students.

What have we done well in this category (bullet points in scoring guide)

DEY tutoring (4 times per week), Refugee Tutoring, Northwestern scientist twice a week, teacher tutoring students daily (before/after school), advisory, care team referrals, meetings with incoming 9th graders who have aged out, strong academic support (tutoring, redemption day, universal instruction), but developing SEL support at school level (student advisory team, teacher driven advisory)

What criteria keeps us from being a 4

Greater quality of student involvement (self-advocacy, mentorship programs)

Full implementation of school-wide SEL support system that is monitored

## Guide for Multi-Tiered System of Support

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

## Evidence, Measures, and Standards

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

**Balanced Assessment & Grading:**

A balanced assessment system effectively measures the depth and breadth of student learning and monitors student progress towards college and career readiness. It also produces actionable data to inform planning for instruction, academic supports, and resource allocation. To meet these goals, a balanced assessment system must include multiple measures and be responsive to the needs of all students, including diverse learners and English learners.

Score

1 2 3 4

Why the score  
 A 3. We have programs for some of the students but still need things for all students.  
 What have we done well in this category?  
 Aligned assessments planned in TCTs, use of summative/formative assessments, use of Achieve 3000 for differentiate reading which allows for goal setting. Data sharing reaches each individual teacher through TCT/SLC.  
 What criteria keeps us from being a 4?  
 Increase communication of best practices and also increase communication between different programs (for example, AVID talking to ESL teachers for supports or counseling department talking to sped department on SEL practices)

**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
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	<a href="#">1c. Selecting Learning Objectives</a>
	<a href="#">1e. Designing Student Assessment</a>
	<a href="#">3d. Using Assessment in Instruction</a>
	<a href="#">4a. Reflecting on Teaching &amp; Learning</a>
CPS Performance Standards for School Leaders	<a href="#">4b. Maintaining Accurate Records</a>
	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

## Expectations for Quality & Character of School Life

6 of 6 complete

### Culture for Learning:

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

### Score

1 2 3 4

Our grade= 3

Strengths:

Develop academic mindsets and behaviors.- in advisory we talk all the time

Provide students frequent, informative feedback.- via Ranger Report, Eligibility List, student/parent access to Gradebook,

Recognizing successes- in Advisory/ SLCs

Area of growth:

Create a culture that reflects a shared belief in the importance of learning and hard work.

Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.

Why no 4:

We gave ourselves a 3 because we feel students could take ownership and pride in their work. While we have many students who are highly motivated (AP/honors/ Law/AVID/ IT etc) we still have students who aren't challenging themselves to the fullest.

## 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"> <li>✓ Sample of individual student learning goals from a cross-section of teachers</li> <li>✓ Also review student work evidence from Rigorous Student Tasks</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials – Ambitious Instruction</li> <li>✓ SQRP Attainment and Growth</li> </ul>
Five Essentials	<ul style="list-style-type: none"> <li>Ambitious Instruction</li> <li>Collaborative Teachers</li> <li>Supportive Environment</li> </ul>
CPS Framework for Teaching	<a href="#">2b. Establishing a Culture for Learning</a>
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

### Relational Trust:

The school is characterized by high levels of relational trust between all school participants - the "glue" or the essential element that coordinates and supports the processes essential to effective school improvement. Interactions, both between the teacher and students and among students, are highly respectful, reflecting genuine warmth and caring. Students contribute to high levels of civility. Interactions are sensitive to students as individuals, appropriate to the ages and development of individual students, and to the context of the class. The net result of interactions is that of academic and personal connections among students and adults.

Score

1 2 **3** 4



Our grade= 3

Strengths:

SLCs- how we have a target ie FOT, teachers monitor targeted groups of students

Ethnic Fest- celebrates Mather diversity,

Student A-Team/ NHS mentoring younger students

Restorative justice- every student has at least one positive adult relationship in building

Areas of growth:

Getting the community and parents involved

Why no 4:

Student/ staff interactions with restorative conversations could be expanded with more knowledge about restorative consequences. Lack of community involvement and parental involvement prevents us from scoring a 4. Services and programs are offered to parents but few partake ie. Computer class, language class, report card pickup programs

## Guide for Relational Trust

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

## Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Five Essentials/My Voice, My School Survey ✓ School Climate Standards Self-Assessment
Measures	✓ Five Essentials
Five Essentials	Collaborative Teachers Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a>
CPS Performance Standards for School Leaders	D2. Creates, develops and sustains relationships that result in active student engagement in the learning process E1. Creates a Culturally Responsiveness Climate

### Student Voice, Engagement, & Civic Life:

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

Score

1 2 **3** 4

Our score= 3

Strengths:

Many choices for sports and extracurricular activities (math team, ACADEC, clubs, sports, AP, internships  
AVID- Chicago Cares

Areas of growth:

Student access to change and access to decision makers- some students go to admin for some changes but overall students don't work all together to make school wide changes

Why no 4:

Need/want more student ownership for things that go on within the building and also the community.

## 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"><li>✓ Extracurricular offering info (e.g. descriptions of sports and clubs, list of partner organizations, participation data)</li><li>✓ Student interest surveys (and/or other avenue for student input)</li><li>✓ Policies regarding student engagement in decision making</li><li>✓ Student government or committee charter and responsibilities</li><li>✓ MVMS Student Survey completion rates and results</li></ul>
Measures	✓ Five Essentials – Supportive Environment
Five Essentials	Supportive Environment
CPS Framework for Teaching	<a href="#">1b. Demonstrating Knowledge of Students</a> <a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">3c. Engaging Students in Learning</a>
CPS Performance Standards for School Leaders	D3. Utilizes Feedback from Multiple Stakeholders for School Improvement
Content Standards	<a href="#">Social Science 3.0</a> 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

Our score- 3  
 Strengths:  
 School safety plan in place and students and staff are knowledgeable  
 Some teachers use positive classroom management systems ie CHAMPS, Circles Eligibility List  
 PAR Team

Areas of growth:  
 Resto justice also a school wide tier 1 support systems or positive  
 Why no 4:  
 There are some teachers and staff members who are versed and use restorative justice, but there is still an overall belief in the use for punitive punishments

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

Our score= 3

Strengths:

Advisory- teaches and enforces SEL

Some staff members trained in RJ and use very effectively

Majority of our students are Eligible and “do the right thing and make good decisions”

Areas of need:

Tier 1 positive teaching for all students

Why no 4:

Could be more teaching of classroom expectations, use of restorative conversations and building positive relationships between both students and students and teacher/ student relationships

## 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	<a href="#">2a. Creating an Environment of Respect and Rapport</a> <a href="#">2d. Managing Student Behavior</a> <a href="#">4c. Communicating with Families</a>
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

Our score= 2

Strengths:

Programs offered on report card pickup, summer computer program, language programs offered

Areas of need/ why no 4:

We offer the right programs to parents, but perhaps due to language barriers, parents do not attend and are not aware of what we have to offer. There is little parental involvement at school events and activities including report card pickup.

**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	<ul style="list-style-type: none"> <li>✓ Examples of communication methods and content</li> <li>✓ Participation rates for Parent University, events, parent council(s), report card pick-up, survey completion, Parent Portal, etc.</li> <li>✓ Outreach efforts</li> <li>✓ Documentation of responsiveness to Parent Support Center concerns raised</li> <li>✓ Event agendas, flyers</li> <li>✓ Fundraising activities and amounts (if applicable)</li> <li>✓ How does the school honor and reflect the diversity of families including language and culture?</li> </ul>
Measures	<ul style="list-style-type: none"> <li>✓ Five Essentials Score – Involved Families</li> <li>✓ My Voice, My School Survey scores – outreach to parents; parent-teacher trust</li> </ul>
Five Essentials	Involved Families
CPS Framework for Teaching	<a href="#">2c. Managing Classroom Procedures</a> <a href="#">4c. Communicating with Families</a>
CPS Performance Standards for School Leaders	D1. Engages Families

School Excellence Framework Priorities

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

Goals

Required metrics (Highschool)

13 of 13 complete

**My Voice, My School 5 Essentials Survey**

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

For the 2015 school year, we received "neutral" in "supportive environment" and "involved families." Our goal for 2016-2017 is to be "strong" in these two categories. For 2017-2018, our goal is to be "strong" or "very strong" in all of the 5 essentials categories.

(Blank)

(Blank)

(Blank)

(Blank)

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

Our goal is to always attain or surpass the average spring-to-spring scale score growth of students on any assessment that is used for the SQRP. If the assessment continues to be compared to average national growth for schools with the same average pretest score, then we believe that we can fall within the national distribution.

36.00

(Blank)

50.00

60.00

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

Our goal is to always attain or surpass the average spring-to-spring scale score growth of students on any assessment that is used for the SQRP. If the assessment continues to be compared to average national growth for schools with the same average pretest score, then we believe that we can fall within the national distribution.

29.00

(Blank)

50.00

60.00

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

Our goal is to always attain or surpass the average spring-to-spring scale score growth of students on any assessment that is used for the SQRP. If the assessment continues to be compared to average national growth for schools with the same average pretest score, then we believe that we can fall within the national distribution.

29.00

(Blank)

50.00

60.00

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

Based on if we have enough students that fall in this category. The goal is national norms.

(Blank)

(Blank)

50.00

60.00

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

Our goal is to always attain or surpass the average spring-to-spring scale score growth of students on any assessment that is used for the SQRP. If the assessment continues to be compared to average national growth for schools with the same average pretest score, then we believe that we can fall within the national distribution. DL is a challenge and we will continue to follow IEP guidelines.

7.00

(Blank)

20.00

40.00

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

Our goal is to always attain or surpass the average spring attainment score of students on any assessment that is used for the SQRP. If the assessment continues to be compared to average national growth for schools with the same average score, then we believe that we can fall within the national distribution.

31.00

(Blank)

50.00

60.00

**Freshmen On-Track Rate**

This has been a challenge at reaching our goal. We have a number of things that we are changing with monitoring and recovery. We understand that the students who are on track are more likely to graduate in four years than off-track freshmen. We have made this an action step in the CIWP and hope to reach 80+

78.30

78.90

85.00

90.00

**4-Year Cohort Graduation Rate**

Working with the FOT and reduction of the 1 year dropout rate we hope to increase the percent of graduates who were first-time freshmen four year.

70.10

66.30

73.00

75.00

**1-Year Dropout Rate**

With a high mobility rate we have been trying to manage the correct coding and verification for students that withdraw from the district for any reason other than graduation, are verified transfer to an out-of-district school or home school, or death.

(Blank)

3.70

2.50

2.00

**College Enrollment Rate**

We are working with making sure that students complete application and enroll in college in the fall after graduation from high school.

62.20

60.60

64.00

66.00

**College Persistence Rate**

Working with students on proper match schools has been positive and we will continue this practice.

72.10	82.60	84.00	86.00
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**Average Daily Attendance Rate**

Average daily attendance rate of the school has been a challenge and we continue to address the half day student issues.

89.70	91.10	93.00	95.00
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Custom metrics

0 of 0 complete

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

**Strategy 1**

If we do...

Analyze student work as part of professional learning to best support students attainment of quality work and standards.

...then we see...

A higher level of instruction and collaboration throughout our school and then we see teachers throughout the school modifying their instruction based on analysis of student work and providing higher level instruction and increased rigor.

...which leads to...

MVMS:

- Increase to 80% of teachers believing it's a strong practice to observe others practice and work together to review assessment data and develop instructional strategies.(63%)
- Increase to 70% of students reporting doing the following in English class more than once a week:
  - Rewriting a paper/essay in response to a comments.(44%)
  - Improve a piece of writing as a class or with a peer.(55%)
  - Debate the meaning or a reading.(52%)
- Increase to 70% of students reporting doing the following in Math class more than once a week:
  - Write a Math problem for other students to solve.(40%)
  - Write a few sentences to explain how you solved a problem.(53%)
  - Solve a problem with multiple steps that take more than 20 minutes.(48%)
  - Explain how you solved a problem to the class.(61%)
  - Discuss possible solution to problems with other students.(61%)
- 100% of Science Unit Maps aligned to NGSS (Next Generation of Science Standards)
- Use DBQ (Primary Source) analysis in 100% of Social Science classes.
- Increase in SQRP growth and attainment as well as an increase in ambitious instruction on the MVMS survey.
- Increase to 70% of students using higher level questioning to deepen understanding of content.

Tags:

Area(s) of focus:



Action step	Responsible	Timeframe	Evidence for status	Status
Instruction in ELL classes is standards based (WIDA ELD aligned with CCSS) and differentiated by EL proficiency level in all content areas.	Indman and Munoz	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started

**English Learners, Differentiated instruction**

TCT meets 6 times per month to engage in conversations around curriculum, unit maps, common assessments, and analyzing student work. Analyzing student work will occur 3 times a month.	ILT	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started
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**Math, Science, Technology, Curriculum Design, Social studies, Ela, Assessments, World language, Physical education, Fine arts**

Quarterly - TCT leads hosted Network PD to share tasks, and analyze student work and provide suggestions for improvement.	Department Leads	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started
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**Math, Social studies, Ela**

Vertical alignment of curriculum maps by level, common unit maps aligned to CCSS Anchor Standards.	ILT	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started
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**Math, Science, Technology, Social studies, World language, Physical education, Fine arts, Ell, Common core state standards**

Peer observations implemented across all core content areas. Developed in alignment with issues discussed after analyzing student work.	ILT	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started
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**Math, Professional Learning, Social studies, Ela, World language**

Strategy 2

If we do...	...then we see...	...which leads to...
Create strong school, community, and family partnerships by providing opportunities to foster a strong connection between the school, home, and community.	High levels of communication between school, community, and parents. Families and community are provided a variety of opportunities to voice views and opinions while school addresses and responds to input.	<ol style="list-style-type: none"> <li>1. Increase parent participation at meetings at each grade level 10%.</li> <li>2. 5% of each year group represented on Principal advisory counsel.</li> <li>3. 20% of performing students have parents or family members attending school music events</li> <li>4. Increase number of students choosing Mather from feeder schools.</li> </ol>

- 5. Increase in the participation of parents that speak a language other than English.
- 6. Increase collaboration with social services to support families.

Tags:  
Parental involvement

Area(s) of focus:  
2, 3

Action step	Responsible	Timeframe	Evidence for status	Status
Invite parents to chaperon school field trips, coffee with the Principal, monthly PAC/BAC/LSC meetings.	Admin	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started

**Parental involvement, Communication**

Engage all Art classes in service learning and community-based art projects. Increase ongoing exhibitions that showcase student artwork throughout the school, city-wide, Nationally, and Digitally Internationally	Brown	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started
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**Arts, Community**

Partnership with Verizon Foundation and Arizona State University to create Mobile Apps for Small Businesses	Abrams	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started
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**Technology, Partnerships**

Provide computer and English as a second language classes to parents	Admin	Oct 15, 2016 to Jun 30, 2017	(Blank)	Not started
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**Parent, Parental involvement**

After school refugee tutoring, clothing and hygiene drive for refugee students	Indman	Sep 6, 2016 to Jun 30, 2017	(Blank)	Not started
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**Supports**

Ethnic Clubs with a culmination of Ethnic Fest Activities	Indman	May 5, 2017 to May 5, 2017	(Blank)	Not started
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**Climate and Culture**

Mawi Learning - increase in leadership opportunities for ELL's	Munoz	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started
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**SEL, Bilingual, ELL**

Poetry Out Loud, Louder than a Bomb, Academic Decathlon, Drama, AVID, Law Academy Community based internships, voter registration drive.etc create a culture of learning and student engagement.	Admin	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started
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**Climate and Culture**

Increase participation in school and community events: school concerts, school visits, community involvement opportunities, sporting events	Admin	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started
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**Parental involvement, Community**

Development of 9-12 student principal counsel to develop more student voice. To meet at least once a month	Admin	Sep 6, 2016 to Jun 10, 2017	(Blank)	Not started
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**Music, Orchestra, Band, Music education, Recruiting, Feeder school**

Band and Orchestra Tour to feeder elementary schools	Shith	Mar 1, 2017 to Apr 1, 2017	(Blank)	Not started
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**Strategy 3**

If we do...

The school implements structures for developing early post-secondary awareness and attainment as well as the knowledge and skills that lay the foundation for academic success.

...then we see...

Students taking ownership of progress and developing early post-secondary plans. All students will have equal access to rigorous college preparatory curriculum to be successful and lay the foundation for post-secondary plans.

...which leads to...

1. Increase access to and enrollment by 5% in: A.P., Honors, Dual Enrollment, and advanced ensembles.
2. Increase A.P. success (3+) by 5%
2. 100% of diverse learners complete transition questionnaire as part of IEP/504 plan to identify post-secondary options.
3. 100% of seniors will gain access to Naviance by Fall 2016.
4. 100% of teachers will gain access to Naviance by Fall 2016.
5. 75% of 9th-11th graders will gain access to Naviance by January 2017.
6. Increase the percentage of seniors applying to match colleges from 72% (SY 13-14) to 85% by June 2017.
7. Increase the FOT/SOT to 85%
8. Increase the graduation rate to 73%.
9. Increase the college enrollment rate to 64%.
10. Decrease the number of D's/F's by 10%.

11. Increase percentage of students receiving arts-based financial aid in college.

Tags:  
College Access and Persistence, Post secondary, Career

Area(s) of focus:  
4

Action step	Responsible	Timeframe	Evidence for status	Status
Collaboration and partnership increase with universities and/or community based employers	Admin	Aug 28, 2016 to Sep 3, 2016	(Blank)	Not started

**Partnerships, Steam (science technology engineering arts and mathematics)**

Certification Exams in Microsoft Office (Word, PowerPoint, Excel), HTML 5, and Adobe Flash and Photoshop. NOCTI Exams to see where students are on a national level for Career Readiness.	Abrams	May 1, 2017 to May 31, 2017	(Blank)	Not started
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**Specialized Academic Programs - CTE, College Access and Persistence**

Job Shadow and summer internships thru CPS Partnership Development. Post-secondary school presentations in classroom and chance to visit post-secondary schools. Career Exploration and Resume Writing within the class curriculum	Counseling	Jul 1, 2016 to Jun 10, 2017	(Blank)	Not started
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**College Access and Persistence, Climate and Culture**

Advertise and increase AP Computer Science Principles outside the IT academy	Abrams	Feb 1, 2017 to Feb 28, 2017	(Blank)	Not started
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**Computer Science, Curriculum Design**

Arrange college campus visits for sophomore and junior students in the IT academy	Abrams	Nov 1, 2016 to Nov 30, 2016	(Blank)	Not started
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**Specialized Academic Programs - CTE**

Counselors will provide 95% of the juniors with classroom instruction and give access to Naviance on 6/1/16-6/3/16 during Trig class. Counselors will provide 100% of the seniors with classroom instruction on Naviance in September 2016 during English 4 classes.	Rojek	Sep 30, 2016 to Sep 30, 2016	(Blank)	Not started
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**College Access and Persistence, Counseling, Advisory**

<p>Counselors offered drop-in session to teachers during TI day in April 2016  Counselors provided 100% of the teachers with a login handout in their mailbox in April 2016  Counselors will offer drop-in session to teachers during TI day in August/September 2016</p>	Rojek	Aug 29, 2016 to Sep 30, 2016	(Blank)	On-Track
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**College Access and Persistence, Professional development, Counseling**

<p>Counselor will provide 75% of 9th-11th graders with classroom instruction on Naviance by January 2017</p>	Rojek	Sep 1, 2016 to Jan 31, 2017	(Blank)	Not started
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**College Access and Persistence, Counseling**

<p>Counselors will continue to use the College Match data to identify safe, match, and reach institutions with seniors for SY26-17  Counselors will provide current juniors with their match institution type during June 2016 Naviance lesson.  Counselors will require all seniors to apply to at least 1 safe and 1 match schools</p>	Rojek	Jun 1, 2016 to Jun 23, 2017	(Blank)	On-Track
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**College Access and Persistence, Counseling**

<p>Counselors will ensure all credits are updated at the end of each semester and ensure that students are placed in courses that follows the graduation requirement during SY 16-17  Counselors will provide recovery options during SY 16-17</p>	Rojek	May 9, 2016 to Jun 23, 2017	(Blank)	On-Track
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**Counseling**

<p>Counselors will promote college visits during SY 16-17  Counselors will host a college fair in September 2016  Counselors will provide college application completion workshops during 1st quarter of SY16-17  Counselors will provide FAFSA completion workshops as early as 10/1/16  Counselors will provide How to Read an Award Letter workshop in April 2017.  Counselors will use Naviance to communicate individually with students on their colleges in SY 16-17.</p>	Rojek	May 9, 2016 to Jun 23, 2017	(Blank)	On-Track
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**College Access and Persistence, Counseling**

Implement new Dual Credit and AP courses to offer additional opportunities for a wider variety of students to participate in college level courses	Lyons	May 9, 2016 to Jun 23, 2017	(Blank)	On-Track
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**Academics, Classroom rigor**

Increase the number of students taking honors level classes to prepare them for the rigors of AP and Dual credit classes	Lyons	May 9, 2016 to Jun 23, 2017	(Blank)	On-Track
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**Academics**

Increase the number of supports within the classroom as well as outside of the classroom to support students in making the transition to high school. Mentor programs, additional grade level tutoring, and celebrations	Lyons	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started
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**Freshman on-track**

Increase classroom supports for students to show mastery of skills in order to reduce the number of D's and F's	(Blank)	Sep 6, 2016 to Jun 23, 2017	(Blank)	Not started
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**Grading, Academic supports**

**Strategy 4**

If we do...

...then we see...

...which leads to...

Identify Tier 1, 2, and 3 students based on attendance and collaborate with students, parents, and staff in order to address root causes of poor attendance and provide appropriate interventions	Collaboration among school and families to identify and provide support systems to students who are off track due to poor attendance, which in turn leads to poor performance in their academics	<ol style="list-style-type: none"> <li>1. Increase the Attendance rate to 93%</li> <li>2. 10% Decrease in out of school suspensions</li> <li>3. 85% of our students will be on the Eligibility List at the end of each quarter</li> <li>4. Decrease in SEL related academic/attendance issues by continuing the CARE team.</li> <li>5. 100% of advisories continuing use of Tier 1 SEL</li> </ol>
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Tags:  
Attendance, Restorative justice

Area(s) of focus:  
2

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Require school attendance goals to be posted in all classrooms.	Jones	Aug 29, 2016 to Sep 3, 2016	(Blank)	Not started

**Attendance**

Sign up parents/guardians for Parent Portal during registration, Report Card Pick Up	Jones	Sep 6, 2016 to Jun 17, 2017	(Blank)	Not started
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**Attendance, Parental involvement**

Regularly review(5 week deep dives) student data in order to proactively address students who are trending towards chronic behavior	Jones	Sep 6, 2016 to Jun 17, 2017	(Blank)	Not started
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**Data tracking**

Identify homerooms with positive attendance growth, and recognize teachers for their efforts	Jones	Sep 6, 2016 to Jun 17, 2017	(Blank)	Not started
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**Attendance, Climate and Culture**

Display regular and updated signage around attendance expectations and growth in hallways, lunchroom, and classrooms	Jones	Aug 29, 2016 to Jun 17, 2017	(Blank)	Not started
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**Attendance, Climate and Culture**

Partner with the OSEL to provide CHAMPS training to school team in order to provide better support around school wide behavior management in order to decrease the # of incidents that result in out of school Tier 1 - MTSS	Ziehm	Aug 21, 2016 to Jun 17, 2017	(Blank)	Not started
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**Restorative approaches**

Provide data updates to all school staff in an effort to make it a priority for all to increase attendance after 5 week deep dives	Jones	Sep 6, 2016 to Jun 17, 2017	(Blank)	Not started
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**Climate and Culture**

Meet every 5 weeks with the Attendance Team to review student data, and identify students who need extra support in SLC meetings.	Jones	Sep 6, 2016 to Jun 17, 2017	(Blank)	Not started
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**Climate and Culture**

Posting bi-weekly EL in the cafeteria	Ziehm	Sep 6, 2016 to Jun 17, 2017	(Blank)	Not started
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**Climate and Culture**

Notifying students via advisory of outstanding detentions using Ranger Report on a quarterly basis	Ziehm	Aug 29, 2016 to Jun 17, 2017	(Blank)	Not started
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**Climate and Culture, Restorative approaches**

By emailing students on a bi-weekly basis of current eligibility status (also using the Mather app if ready to use next year)	Ziehm	Aug 29, 2016 to Jun 17, 2017	(Blank)	Not started
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**Attendance, Climate and Culture**

Students are allowed to serve detentions during tutoring/redemption day. Continued use and further development to Mather Eligibility List	Jones	Sep 6, 2016 to Jun 17, 2017	(Blank)	Not started
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**Climate and Culture**

Continue to have an active Care Team which provides Tier 3 support groups in: Cognitive behavioral trauma interventions(CBITS), Think First, Health care Alternative Systems(HAS), and substance abuse groups.	DeLaTorre	Sep 6, 2016 to Jun 17, 2017	(Blank)	Not started
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**Restorative approaches, Care team**

Continue development of student intern program in dean's office surrounding restorative justice i.e Student run Peace Room	Ziehm	Sep 6, 2016 to Jun 17, 2017	(Blank)	Not started
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**Restorative justice**

Umoja/Advisory Social Emotional Learning Tier 1- MTSS	Jones	Sep 6, 2016 to Jun 17, 2017	(Blank)	Not started
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**SEL**

Identify tier 1, 2, and 3 students based on previous school year data.	Admin	Aug 1, 2016 to Aug 1, 2016	MTSS for Attendance Tracker	Not started
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**Action Plan**

District priority and action step	Responsible	Start	End	Status
<p>⊕ Instruction in ELL classes is standards based (WIDA ELD aligned with CCSS) and differentiated by EL proficiency level in all content areas.</p> <p>Tags: Academics, English Learners, Differentiated instruction</p>	Indman and Munoz	Sep 6, 2016	Jun 10, 2017	Not started



District priority and action step	Responsible	Start	End	Status
<p>✦ TCT meets 6 times per month to engage in conversations around curriculum, unit maps, common assessments, and analyzing student work. Analyzing student work will occur 3 times a month.</p> <p>Tags: Academics, Math, Science, Technology, Curriculum Design, Social studies, Ela, Assessments, World language, Physical education, Fine arts</p>	ILT	Sep 6, 2016	Jun 10, 2017	Not started
<p>✦ Quarterly - TCT leads hosted Network PD to share tasks, and analyze student work and provide suggestions for improvement.</p> <p>Tags: Academics, Math, Social studies, Ela</p>	Department Leads	Sep 6, 2016	Jun 10, 2017	Not started
<p>✦ Vertical alignment of curriculum maps by level, common unit maps aligned to CCSS Anchor Standards.</p> <p>Tags: Academics, Math, Science, Technology, Social studies, World language, Physical education, Fine arts, Ell, Common core state standards</p>	ILT	Sep 6, 2016	Jun 10, 2017	Not started
<p>✦ Peer observations implemented across all core content areas. Developed in alignment with issues discussed after analyzing student work.</p> <p>Tags: Academics, Math, Professional Learning, Social studies, Ela, World language</p>	ILT	Sep 6, 2016	Jun 10, 2017	Not started
<p>✦ Invite parents to chaperon school field trips, coffee with the Principal, monthly PAC/BAC/LSC meetings.</p> <p>Tags: Parental involvement, Parental involvement, Communication</p>	Admin	Sep 6, 2016	Jun 10, 2017	Not started
<p>✦ Engage all Art classes in service learning and community-based art projects. Increase ongoing exhibitions that showcase student artwork throughout the school, city-wide, Nationally, and Digitally Internationally</p> <p>Tags: Parental involvement, Arts, Community</p>	Brown	Sep 6, 2016	Jun 10, 2017	Not started
<p>✦ Partnership with Verizon Foundation and Arizona State University to create Mobile Apps for Small Businesses</p> <p>Tags: Parental involvement, Technology, Partnerships</p>	Abrams	Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Provide computer and English as a second language classes to parents</p> <p>Tags: Parental involvement, Parent, Parental involvement</p>	Admin	Oct 15, 2016	Jun 30, 2017	Not started
<p>✦ After school refugee tutoring, clothing and hygiene drive for refugee students</p> <p>Tags: Parental involvement, Supports</p>	Indman	Sep 6, 2016	Jun 30, 2017	Not started
<p>✦ Ethnic Clubs with a culmination of Ethnic Fest Activities</p> <p>Tags: Parental involvement, Climate and Culture</p>	Indman	May 5, 2017	May 5, 2017	Not started
<p>✦ Mawi Learning - increase in leadership opportunities for ELL's</p> <p>Tags: Parental involvement, SEL, Bilingual, Ell</p>	Munoz	Sep 6, 2016	Jun 10, 2017	Not started
<p>✦ Poetry Out Loud, Louder than a Bomb, Academic Decathlon, Drama, AVID, Law Academy Community based internships, voter registration drive.etc create a culture of learning and student engagement.</p> <p>Tags: Parental involvement, Climate and Culture</p>	Admin	Sep 6, 2016	Jun 10, 2017	Not started
<p>✦ Increase participation in school and community events: school concerts, school visits, community involvement opportunities, sporting events</p> <p>Tags: Parental involvement, Parental involvement, Community</p>	Admin	Sep 6, 2016	Jun 10, 2017	Not started
<p>✦ Development of 9-12 student principal counsel to develop more student voice. To meet at least once a month</p> <p>Tags: Parental involvement, Music, Orchestra, Band, Music education, Recruiting, Feeder school</p>	Admin	Sep 6, 2016	Jun 10, 2017	Not started
<p>✦ Band and Orchestra Tour to feeder elementary schools</p> <p>Tags: Parental involvement</p>	Shith	Mar 1, 2017	Apr 1, 2017	Not started
<p>✦ Collaboration and partnership increase with universities and/or community based employers</p> <p>Tags: College Access and Persistence, Post secondary, Career, Partnerships, Steam (science technology engineering arts and mathematics)</p>	Admin	Aug 28, 2016	Sep 3, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Certification Exams in Microsoft Office (Word, PowerPoint, Excel), HTML 5, and Adobe Flash and Photoshop. NOCTI Exams to see where students are on a national level for Career Readiness.</p> <p>Tags: College Access and Persistence, Post secondary, Career, Specialized Academic Programs - CTE, College Access and Persistence</p>	Abrams	May 1, 2017	May 31, 2017	Not started
<p>✦ Job Shadow and summer internships thru CPS Partnership Development. Post-secondary school presentations in classroom and chance to visit post-secondary schools. Career Exploration and Resume Writing within the class curriculum</p> <p>Tags: College Access and Persistence, Post secondary, Career, College Access and Persistence, Climate and Culture</p>	Counseling	Jul 1, 2016	Jun 10, 2017	Not started
<p>✦ Advertise and increase AP Computer Science Principles outside the IT academy</p> <p>Tags: College Access and Persistence, Post secondary, Career, Computer Science, Curriculum Design</p>	Abrams	Feb 1, 2017	Feb 28, 2017	Not started
<p>✦ Arrange college campus visits for sophomore and junior students in the IT academy</p> <p>Tags: College Access and Persistence, Post secondary, Career, Specialized Academic Programs - CTE</p>	Abrams	Nov 1, 2016	Nov 30, 2016	Not started
<p>✦ Counselors will provide 95% of the juniors with classroom instruction and give access to Naviance on 6/1/16-6/3/16 during Trig class. Counselors will provide 100% of the seniors with classroom instruction on Naviance in September 2016 during English 4 classes.</p> <p>Tags: College Access and Persistence, Post secondary, Career, College Access and Persistence, Counseling, Advisory</p>	Rojek	Sep 30, 2016	Sep 30, 2016	Not started
<p>✦ Counselors offered drop-in session to teachers during TI day in April 2016 Counselors provided 100% of the teachers with a login handout in their mailbox in April 2016 Counselors will offer drop-in session to teachers during TI day in August/September 2016</p> <p>Tags: College Access and Persistence, Post secondary, Career, College Access and Persistence, Professional development, Counseling</p>	Rojek	Aug 29, 2016	Sep 30, 2016	On-Track
<p>✦ Counselor will provide 75% of 9th-11th graders with classroom instruction on Naviance by January 2017</p> <p>Tags: College Access and Persistence, Post secondary, Career, College Access and Persistence, Counseling</p>	Rojek	Sep 1, 2016	Jan 31, 2017	Not started
<p>✦ Counselors will continue to use the College Match data to identify safe, match, and reach institutions with seniors for SY26-17 Counselors will provide current juniors with their match institution type during June 2016 Naviance lesson. Counselors will require all seniors to apply to at least 1 safe and 1 match schools</p> <p>Tags: College Access and Persistence, Post secondary, Career, College Access and Persistence, Counseling</p>	Rojek	Jun 1, 2016	Jun 23, 2017	On-Track
<p>✦ Counselors will ensure all credits are updated at the end of each semester and ensure that students are placed in courses that follows the graduation requirement during SY 16-17 Counselors will provide recovery options during SY 16-17</p> <p>Tags: College Access and Persistence, Post secondary, Career, Counseling</p>	Rojek	May 9, 2016	Jun 23, 2017	On-Track
<p>✦ Counselors will promote college visits during SY 16-17 Counselors will host a college fair in September 2016 Counselors will provide college application completion workshops during 1st quarter of SY16-17 Counselors will provide FAFSA completion workshops as early as 10/1/16 Counselors will provide How to Read an Award Letter workshop in April 2017. Counselors will use Naviance to communicate individually with students on their colleges in SY 16-17.</p> <p>Tags: College Access and Persistence, Post secondary, Career, College Access and Persistence, Counseling</p>	Rojek	May 9, 2016	Jun 23, 2017	On-Track
<p>✦ Implement new Dual Credit and AP courses to offer additional opportunities for a wider variety of students to participate in college level courses</p> <p>Tags: College Access and Persistence, Post secondary, Career, Academics, Classroom rigor</p>	Lyons	May 9, 2016	Jun 23, 2017	On-Track
<p>✦ Increase the number of students taking honors level classes to prepare them for the rigors of AP and Dual credit classes</p> <p>Tags: College Access and Persistence, Post secondary, Career, Academics</p>	Lyons	May 9, 2016	Jun 23, 2017	On-Track
<p>✦ Increase the number of supports within the classroom as well as outside of the classroom to support students in making the transition to high school. Mentor programs, additional grade level tutoring, and celebrations</p> <p>Tags: College Access and Persistence, Post secondary, Career, Freshman on-track</p>	Lyons	Sep 6, 2016	Jun 23, 2017	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ Increase classroom supports for students to show mastery of skills in order to reduce the number of D's and F's Tags: College Access and Persistence, Post secondary, Career, Grading, Academic supports</p>		Sep 6, 2016	Jun 23, 2017	Not started
<p>✦ Require school attendance goals to be posted in all classrooms. Tags: Attendance, Restorative justice, Attendance</p>	Jones	Aug 29, 2016	Sep 3, 2016	Not started
<p>✦ Sign up parents/guardians for Parent Portal during registration, Report Card Pick Up Tags: Attendance, Restorative justice, Attendance, Parental involvement</p>	Jones	Sep 6, 2016	Jun 17, 2017	Not started
<p>✦ Regularly review(5 week deep dives) student data in order to proactively address students who are trending towards chronic behavior Tags: Attendance, Restorative justice, Data tracking</p>	Jones	Sep 6, 2016	Jun 17, 2017	Not started
<p>✦ Identify homerooms with positive attendance growth, and recognize teachers for their efforts Tags: Attendance, Restorative justice, Attendance, Climate and Culture</p>	Jones	Sep 6, 2016	Jun 17, 2017	Not started
<p>✦ Display regular and updated signage around attendance expectations and growth in hallways, lunchroom, and classrooms Tags: Attendance, Restorative justice, Attendance, Climate and Culture</p>	Jones	Aug 29, 2016	Jun 17, 2017	Not started
<p>✦ Partner with the OSEL to provide CHAMPS training to school team in order to provide better support around school wide behavior management in order to decrease the # of incidents that result in out of school Tier 1 - MTSS Tags: Attendance, Restorative justice, Restorative approaches</p>	Ziehm	Aug 21, 2016	Jun 17, 2017	Not started
<p>✦ Provide data updates to all school staff in an effort to make it a priority for all to increase attendance after 5 week deep dives Tags: Attendance, Restorative justice, Climate and Culture</p>	Jones	Sep 6, 2016	Jun 17, 2017	Not started
<p>✦ Meet every 5 weeks with the Attendance Team to review student data, and identify students who need extra support in SLC meetings. Tags: Attendance, Restorative justice, Climate and Culture</p>	Jones	Sep 6, 2016	Jun 17, 2017	Not started
<p>✦ Posting bi-weekly EL in the cafeteria Tags: Attendance, Restorative justice, Climate and Culture</p>	Ziehm	Sep 6, 2016	Jun 17, 2017	Not started
<p>✦ Notifying students via advisory of outstanding detentions using Ranger Report on a quarterly basis Tags: Attendance, Restorative justice, Climate and Culture, Restorative approaches</p>	Ziehm	Aug 29, 2016	Jun 17, 2017	Not started
<p>✦ By emailing students on a bi-weekly basis of current eligibility status (also using the Mather app if ready to use next year) Tags: Attendance, Restorative justice, Attendance, Climate and Culture</p>	Ziehm	Aug 29, 2016	Jun 17, 2017	Not started
<p>✦ Students are allowed to serve detentions during tutoring/ redemption day. Continued use and further development to Mather Eligibility List Tags: Attendance, Restorative justice, Climate and Culture</p>	Jones	Sep 6, 2016	Jun 17, 2017	Not started
<p>✦ Continue to have an active Care Team which provides Tier 3 support groups in: Cognitive behavioral trauma interventions(CBITS), Think First, Health care Alternative Systems(HAS), and substance abuse groups. Tags: Attendance, Restorative justice, Restorative approaches, Care team</p>	DeLaTorre	Sep 6, 2016	Jun 17, 2017	Not started
<p>✦ Continue development of student intern program in dean's office surrounding restorative justice i.e Student run Peace Room Tags: Attendance, Restorative justice, Restorative justice</p>	Ziehm	Sep 6, 2016	Jun 17, 2017	Not started
<p>✦ Umoja/Advisory Social Emotional Learning Tier 1- MTSS Tags: Attendance, Restorative justice, SEL</p>	Jones	Sep 6, 2016	Jun 17, 2017	Not started

District priority and action step	Responsible	Start	End	Status
+ Identify tier 1, 2, and 3 students based on previous school year data. Tags: Attendance, Restorative justice	Admin	Aug 1, 2016	Aug 1, 2016	Not started

## Fund Compliance

## Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

1. The attendance center allocation is correctly based on the number of students eligible to receive free and reduced lunch and breakfast.
2. The attendance center has an approved plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of 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 1/SW].

The school annually reviews the schoolwide plan/program. The schoolwide program plan is available to CPS, parents, and the public, and the information in the plan is in an understandable and uniform format, and to the extent practicable in a language the parents can understand.

NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

Non-title school that does not receive any Title funds

## Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

No Child Left Behind (NCLB), the reauthorization of the Elementary and Secondary Act of 1965 continues a legislative commitment to parental involvement. Central features of prior reauthorizations, such as school-parent compacts, parent involvement policies, and the parent involvement funding formula remain unaltered. However, the NCLB reauthorization represents a notable shift in the role of parental involvement in the schools. It includes new provisions increasing parental notification requirements, parental selection of educational options, and parental involvement in governance. It envisions parents as informed and empowered decision makers in their children's education.

### Parent Plan

#### Parent Involvement Policy

Complete

Schools must involve parents in the joint development and periodic review and revision of the NCLB, Title I school parental involvement plan and policy, and in the process of school review and improvement. Please describe how this will be accomplished.

Parents will be invited to join the school Parent Advisory Council (PAC); meetings will be held monthly throughout the year. Notification of PAC meetings will be posted on the school website and marquee, and sent home with the students. During the meetings if the PAC deems that that current plan needs to be reviewed, re-developed or improved upon then a meeting will be called for that purpose.

The school will hold an annual meeting at a time convenient to parents during the first month of school to inform them of the school's participation in NCLB, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also offer a number of additional parental involvement meetings, including school PAC meetings, at different times and will invite all parents of children participating in the NCLB, Title I program to these meetings, and encourage them to attend. Please describe how this will be accomplished. Please list the projected date of your Title I Annual Meeting and your Title I PAC Organizational Meeting

The School will conduct its NCLB Title I Annual Meeting on September 15, 2016 and re-held on 12/14/16, in which all parents will be encouraged and invited to attend. To inform parents of the Title I, Part A Annual Meeting the school will: Post a Notice and Agenda in the school's main entrance at least 48 hours in advance and distribute/disseminate notice of the meeting through the students, we will also post on the school marquee and website appropriate dates and times, the school will also make notices available in the main office for parents. At the meeting the school will distribute and explain the current policy to all Title I parents. The parents will be informed about their rights to be involved in Title 1 programs. At the annual meeting information regarding the Title I, Parent Advisory Council (PAC) Organizational Meeting, will be distributed along with dates of Local School Council Meetings. The Title 1 PAC Organizational Meeting is scheduled for October 13, 2016.

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.

The school will make copies available of the Continuous Improvement Work Plan for the current school year available for review and inspection in the main office. Parents will be given notification and explanation of the High School Promotion Policy. Parents will also be provided information on the standardized testing tools employed to assess academic progress and dates on when the assessments will be distributed. Parents will also be given information on the schools curriculum and grading scale.

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.

At the request of parents the school will respond within 15 school days in writing to individual parents who submit suggestions. Oral responses by the Principal will be given regarding any concerns at Local School Council Meetings, Parent Advisory Council meetings, or other meetings with parents, as appropriate. PAC meetings will be scheduled monthly at a time agreed upon by the PAC at the annual organization meeting.

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/students will receive individual results for state assessments as soon as provided by the state. This is hand delivered to each student during homeroom

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.

"Right to Ask" forms will be distributed to parents to fill out and return to the school if they wish to pick up a letter stating the qualifications of their child's teacher(s). Those parents will receive written confirmation as soon as the information is available.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators. Please describe how this will be accomplished.

The school will continue to work on developing strategies and develop new ones to increase parental involvement in supporting their children's academic progress. We want parents involved and working with our educators and to do so parents are encouraged to volunteer at school, serve on and attend the LSC meetings, PAC meetings, and BAC meetings. We will share information with parents about professional development workshops, conferences, or classes that may benefit them as stakeholders. Information will be on the school website, in parent packets, newsletters, and informational handouts distributed at PAC meetings, BAC meetings, LSC meetings, open houses and parent-teacher conferences.

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.

Sessions are offered for all parents at the first parent teacher conference regarding use of gradebook and the parent portal. Each parent will receive a logon to access students grades and attendance and communication with individual teachers. The School will provide support for parent development by: providing ESL classes for parents to enable them to learn English; providing computer classes for parents; providing workshops for parents based on the needs that parents have expressed.

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.

During the fall staff meeting we will in-service staff about how/why communication with parents is vital to the students success and our school goal to increase that communication through technology and notices sent home with students.

Schools will, to the extent feasible and appropriate, coordinate and integrate parent programs and activities with Head Start, Reading First, Early Reading First involvement, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs, to further encourage and support parents in more fully participating in their children's education. Please describe how this will be accomplished.

Organized PAC activities will support parents to participate in their children's education and align with the schools mission of graduating students college and/or career ready. Surveys will be conducted to assess the needs of the parents to help support their child. The informatin required for this item is not applicable at the High School Level

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.

Currently information regarding programs is printed in two languages. With a school that has over 55 languages spoken it's hard to communicate with every student in their native language. We opted to have a website that can be translated into multiple languages to assist with the language bearer.

#### 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.)

Mather High School provides the community with a high-quality neighborhood high school with opportunities for all learners to reach their full potential. We commit to preparing students for academic excellence and post-secondary success through a diverse and rigorous learning environment. The vision of Mather High School is to create a positive learning environment in which to educate all students. Each student will achieve at a higher level of academic performance, function effectively in the community, and contribute to the broader society.

The school will hold parent-teacher conferences. Describe the kinds of parent-teacher conferences that will be held and the dates on which they are scheduled.

Parent Teacher Conferences will take place during the 1st and 3rd quarter Report Card Pick Up (November and April). Conferences can also be requested through the Counseling Department on an as needed basis.

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/Guardians receive regular feedback on student achievement, progress or grade reports are sent home every five weeks and teachers are encouraged to call home and involve parents. All teachers are required to use Impact parent portal to post grades. At report card pick up, the computer lab will be staffed with personnel to register parents for the parent portal and show them how to access their accounts. Mather's website also is an effective method of communication with stakeholders.

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

The school currently employs a variety of communication avenues for parents to access staff that include e-mail addresses of staff via the parent portal or Mather website, parent teacher conferences and individual appointments.

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

Parents are invited to volunteer as judges in academic competitions such as science fair and history fair, as well as volunteer as guest speakers in classrooms. Parents are also encouraged to accompany his or her child's class on a one-day field trip or on other type of extra-curricular activities, as long as CPS guidelines for doing so are followed. Parents can also observe his or her child's classroom during a regular school day with permission from an administrator and the teacher with prior notification.

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

Parents are provided their own access to the parent portal. Through this communication tool, parents can periodically monitor his or her own child's progress. If the child is missing assignments and/or scoring low on tests and quizzes, the parent can take the necessary actions to ensure their child will meet class standards. Parents may also use the parent portal to email the teacher with further explanation or assistance. In addition, parents are encouraged to meet their child's teachers in person either by appointment or during the teacher/parent conferences in order to develop a relationship that will benefit the child.

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

At the beginning of every school year, parents are invited to join the school Parent Advisory Council (PAC) or Bilingual Advisory Council (BAC); meetings are held periodically throughout the year. The LSC (Local School Council) also invites parents and other stakeholders to the monthly meetings in order to keep informed of events happening within the school. Throughout the year, the school communicates expectations to parents via parent newsletters and student progress reports and grade reports. There are two parent teacher conferences in which the parent is given an opportunity to visit all their child's teachers and provide feedback to their child's progress.

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).

The school climate promotes students responsibility and active participation in their own academic achievement. Students are expected to maintain good attendance in order to learn good work and study habits. Students are expected to rise to meet the more challenging grading scale and are encouraged to choose rigorous courses such as honors and AP courses in order to better prepare themselves for a post-secondary education. Students are expected to monitor their own progress by using gradebook and by developing a positive relationship with their classroom teachers. If a student needs additional assistance, they have the opportunity to attend after school tutoring and/or meet with their counselor. In addition, students are encouraged to attend the parent/teacher conference with their parent, sign-up for the ACT prep class, and join various academic clubs and activities the school has to offer.

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.

Parents want to participate in computer classes so they have a better understanding of the tools their students use in school and can help with projects, and homework. Parents are also interested in participating in college field trips to learn more about student options after high school.

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

Account(s)	Description	Allocation
51130, 52130	<b>Teacher Presenter/ESP Extended Day</b> For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	\$ 7406 .00
53405	<b>Supplies</b> 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.	\$ 2300 .00
53205	<b>Refreshments</b> Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 252 .00
54125	<b>Consultants</b> 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)	\$ Amount .00
54505	<b>Admission and Registration Fees, Subscriptions and memberships</b> For Parents use only.	\$ Amount .00
54205	<b>Travel</b> Buses for Parents use. Overnight Conference travel- schools must follow the CPS Tracer Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ Amount .00
54565	<b>Reimbursements</b> 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.	\$ Amount .00
53510	<b>Postage</b> Must be used for parent involvement programs only.	\$ Amount .00

53306 **Software**  
Must be educational and for parent use only.

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

\$	Amount	.00
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