Carl Schurz High School (/school-plans/618) / Plan summary

2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/15/2016	Kramer, Casanova, Lauro-Geruso	Network Planning Introduction
01/27/2016	Casanova, Lauro-Geruso	CIWP Evidence Deep Dive
02/05/2016	Kramer, Casanova, Lauro-Geruso, Rodriguez, Antas, Echeverry, Sandine, Kanoon, Stefl, Bringer	Intro to Evidence Gathering Process with the CIWP Team
02/24/2016	Kramer, Casanova, Lauro-Geruso, Rodriguez, Neiman, Taylor, Condie, Rosado, Tosterud, Sandine, Kanoon, Stefl, Johnson, Kunc	CIWP Team Reflection on Evidence and Assigning Scores
02/25/2016	Casanova, Lauro-Geruso, Rodriguez, Tosterud, Sandine, Reynolds, Bringer, Godden, Anderson, Rutter	ILT Reflection on Evidence and Assigning Scores
02/29/2016	Kramer, Casanova, Rodriguez, Neiman	Admin Reflection on Evidence and Assigning Scores
03/02/2016	Kramer, Casanova, Lauro-Geruso, Tosterud, Kanoon, Taylor	CIWP Training - Day 2
05/12/2016	Casanova, Lauro-Geruso, Rodriguez, Neiman, Bolos-Hartman, Mariano	Schurz CIWP Review with the Network

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

- 85% of teachers agree that the Principal communicates a clear vision for our school (5 Essentials Report)
- 52% of teachers feel responsible when students fail (5 Essentials)
- 74% of teachers feel responsible that all students learn (5 Essentials)
- 56% of teachers feel responsible to help each other to do their best (5 Essentials)
- REACH 4d: Growing and Developing Professionally - Teachers scored 3.4% Basic, 56.8% Proficient, 39.8% Distinguished (REACH Summary Report 2014-2015)
- REACH 4e: Demonstrating Professionalism - Teachers scored 0.8% Unsatisfactory, 2.5% Basic, 56.8% Proficient, 39.8% Distinguished (REACH Summary Report 2014-2015)

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
    - Consider the demographics of the school community in developing a shared vision.
    - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
    - Consistently use informal and formal opportunities to champion and articulate the vision.
    - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
    - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
    - Build shared leadership structures and opportunities for job-embedded leadership training and development.
    - Capitalize on the leadership skills of others.
    - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
    - Master skills associated with large-scale strategic planning processes and implementation of such plans.
    - Steer through the challenges associated with making improvements, both large and small.

- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
  - Model ambitious goals for teaching and learning for all students, including priority groups.
  - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
  - Buffer staff from external distractions to the school's priorities and goals.
  - Limit school improvement goals to a few high leverage activities.
  - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's vision, beliefs, and how it is shared (e.g. presentations to community, promotional materials) ✓ Five Essentials – Program Coherence
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction A5. School Vision and Mission Drive Decision-Making D4. Demonstrates Change Management

Instructional Leadership Team:

The ILT is characterized by having a consistent structure for teacher leadership that is focused on creating and implementing the theories of action that improve teaching and learning. ILT meetings are a productive forum to identify challenges, collect and review evidence, exchange ideas, and propose and implement solutions to challenges to school improvement.

Score

1   2   **3**   4

- 85% of teachers respect other teachers who take the lead in school improvement efforts (5 Essentials)
- REACH 4a: Reflecting on Teaching and Learning- Teachers scored 3% Basic, 47% Proficient, 50% Distinguished (REACH Report February 2016)
- REACH 4d: Growing and Developing Professionally - Teachers scored 3.4% Basic, 56.8% Proficient, 39.8% Distinguished (REACH Summary Report 2014-2015)
- REACH 4e: Demonstrating Professionalism - Teachers scored 0.8% Unsatisfactory, 2.5% Basic, 56.8% Proficient, 39.8% Distinguished (REACH Summary Report 2014-2015)
- ILT meets every Thursday during Advisory times and has a set agenda, starts promptly, reviews and maintains meeting norms
- One of our meeting norms is monitoring our airtime, thus ensuring that all team members have equity of voice
- The ILT sends a biweekly update to their department to share what is going on with the ILT
- ILT uses Google Classroom to keep discussion ongoing between meetings and to post responses to Professional learning tasks
- The ILT determines each learning cycle by looking at a combination of REACH data, staff survey, 5 Essentials, and student attendance/passing rates; cycle 1 focused on questioning and cycle 2 focuses on student engagement

Guide for Instructional Leadership Team

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

- All team members have equity of voice and are actively engaged in asking questions.
- Celebrate small wins and improvements.
- Regularly inform and engage stakeholders of key data and work of the ILT.
  - **Build the capacity of teacher teams to lead cycles of learning and problem solving focused on student learning data and student work.**

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ ILT Effectiveness Rubric Score ✓ ILT artifacts (e.g. agenda, calendar, protocols, minutes) ✓ Evidence that work of ILT has contributed to positive outcomes for students and staff ✓ Teacher team agendas/minutes reflective of ILT focus
Measures	✓ Five Essentials: Instructional Leadership
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A1. Assesses the Current State of School Performance and Develops a CIWP A2. Implements Data Driven Decision Making and Data Driven Instruction B5. Supports Teacher Teams

Professional Learning:

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

Score

1 **2** 3 4

- School's PD plan and agendas; growth on EPAS with Hispanic Priority Group in the green/4 points (2015 SQRP)
- 50% of teachers have never or rarely gone over student assessment data with other teachers to make instructional decisions (5 Essentials)
- 89% of teachers have never or rarely observed another teacher's classroom to offer feedback; 82% of teachers have never or rarely observed another teacher's classroom to get ideas for your own instruction (5 Essentials)
- Course teams have common prep periods to meet once a week (encouraged to do more) to collaborate and assess student data (agenda, course team drives, minutes, data reports)
- Teachers provide and accept collegial support and feedback to/from colleagues (56% of teachers agree that they feel responsible to help each other do their best)
- Principal takes a personal interest in the professional development of teachers - 85% agree (5 Essentials)
- Teachers have influence on the content of in-service programs - 41% disagree (5 Essentials)
- 43% of teachers agree that they have opportunities to work productively with teachers from other schools (5 Essentials)
- 79% of teachers agree that the school's PD has been closely connected to the school's improvement plan (5 Essentials)
- REACH 4a: Reflecting on Teaching and Learning - Teachers scored 3% Basic, 47% Proficient, 50% Distinguished (REACH Report February 2016)
- REACH 4d: Growing and Developing Professionally - Teachers scored 3.4% Basic, 56.8% Proficient, 39.8% Distinguished (REACH Summary Report 2014-2015)
- REACH 4e: Demonstrating Professionalism - Teachers scored 0.8% Unsatisfactory, 2.5% Basic, 56.8% Proficient, 39.8% Distinguished (REACH Summary Report 2014-2015)
- Professional development scheduled bi-weekly through a series of Cluster PD sessions (in multiple periods to facilitate our large staff)
- Cluster Topics are primarily developed by Admin team, but with input and feedback of ILT and overall faculty
- Each new teacher is assigned a peer mentor teacher from their content area, typically the Department Chair, often with consultation on recommendations for development identified through REACH observation cycles

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
  - Use data to identify performance and practice gaps to inform PL plan.
  - Use research about best practices to identify potential learning and subject matter experts to support.
  - Solicit feedback from staff to inform selection of PL opportunities.
  - Provide PL relevant to the cultural and linguistic needs of students.
  - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
  - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
  - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
  - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
  - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.

- Teachers provide and accept collegial support and feedback to/from colleagues.
- Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
  - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
  - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
  - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
  - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
  - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ School's PD Plan – review for goal alignment – does the plan advance the school's improvement agenda? ✓ PD agendas, PD feedback surveys ✓ Teacher practice improving on the Framework for Teaching (e.g. Basic>Proficient, Proficient>Distinguished)
Measures	✓ SQRP Attainment and Growth ✓ Five Essentials: Collaborative Teachers
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	B2. Observes and Evaluates Staff and Gives Feedback to Staff B6. Professional Development Provided for Staff

Aligned Resources:

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

Score

1   2   **3**   4

- Data quality index score - 99.7% success (2015 SQRP)
- Teachers have influence on the use of school funds - 63% disagree (5 Essentials)
- Teachers determine books and other instructional materials used in classrooms - 73% agree (5 Essentials)
- REACH 4a: Reflecting on Teaching and Learning- Teachers scored 3% Basic, 47% Proficient, 50% Distinguished (REACH Report February 2016)
- REACH 4e: Demonstrating Professionalism - Teachers scored 0.8% Unsatisfactory, 2.5% Basic, 56.8% Proficient, 39.8% Distinguished (REACH Summary Report 2014-2015)
- Schurz has actively worked to partner with community agencies, local government, and neighborhood businesses to materially support school operations. Most notably, 45th ward Alderman John Arena, CDI Corp, the Urban School Foundation, and Schurz have formed a strong, reciprocal partnership through which the school, local community and business benefit.
- Discretionary fund allocations are aligned with the priorities of the school. In particular, the meaningful and impactful incorporation of Common Core standards and collaborative practices for teachers.
- Friends of Schurz formed in SY 2015-2016
- All staffing decisions are made based on student need and scheduling priorities.
- Schurz has developed partnerships with UIC, National Lewis University, and Loyola to pipeline teacher candidates into our classrooms as student teachers. A number of these placements have resulted in successful placement of teachers.
- Course Teams in all content areas, in particular the core content areas, have been assembled with intentionality so that teacher pedagogical and content expertise aligns with the different needs of 9th, 10th, 11th, and 12th graders.
- Addition of Freshman Focus program to provide targeted support to 9th grade students in the core academic areas of English, Math, Science, and Social Science.
-Between 2010 and 2016, the Schurz leadership team has hired over 60 teachers and has worked hard to find high-quality candidates in all content areas. Interview protocols include demonstration lesson, panel interview, and final interview with principal.
- Schurz has partnered with Youth Guidance, BAM (Becoming a Man), Lutheran Children and Family Services, Life Builders, and SOAR to support students how are demonstrating the need for additional support in social-emotional development.

Guide for Aligned Resources

- **Design a school day that is responsive to student needs.**

- Use CPS Instructional Time Guidelines to maximize instructional time.
- Use CPS Instructional Block Guidelines to maximize academic-engaged time.
  - **Align the budget to the CIWP priorities and the mission of the school.**
    - Avoid overemphasis on the purchase of products/programs that are not research based or do not respond to SEF needs.
    - Leverage strategic source vendors to maximize dollars.
    - Seek and obtain grants to support articulated needs.
    - Use grant funds strategically to support areas of highest need.
    - Maximize the use of supplemental funding to close any priority group achievement gaps.
  - **Streamline purchase procedures to minimize lapses between ordering and receiving materials.**
  - **Evaluate, to the extent possible, the consequences for student learning of resource allocation decisions to develop an evidence base of outcomes of particular uses of resources.**
  - **Have a 'hiring team' and collaborative hiring process with clear selection criteria to identify and select best available candidates.**
    - Actively work to build a pool of potential staff members, particularly difficult to fill positions (e.g. staff to serve English learners).
    - Use an interview process including a protocol for questioning and select highly qualified candidates.
    - Require a classroom lesson demonstration to assess candidate expertise, philosophy and commitment.
    - Check teachers' previous performance at CPS schools.
  - **Strategically assign teachers to grade and content areas to create a balanced team with a variety of strengths.**
    - Ensure all students have fair access to high-quality teachers in the school.
  - **Effectively utilize Related Service Providers at the classroom level.**
  - **Use data including teacher evaluations and exit interviews to inform a retention strategy.**
    - Create a positive climate and working conditions for teaching that attracts and retains educator talent.
    - Create opportunities for growth including opportunities for staff to assume additional leadership roles or pursue personal growth goals.
    - Track retention rates over time and use this information to isolate staffing strengths and identify opportunities to improve.
    - Solicit information from staff using exit interviews/surveys to understand reasons for leaving school or district.
  - **Make outreach efforts to engage community members as partners and resources.**
  - **Partner with one or more organizations that share the values of the school and have a complementary mission to the school's vision.**
    - Monitor the impact of partner organizations' activity.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Schedules ✓ Teacher retention rates ✓ Staff exit interviews/surveys (data on reasons for leaving school or district) ✓ Candidate interview protocol documents ✓ List of community-based organizations that partner with the school and description of services ✓ Evidence of effectiveness of the services that community-based organizations provide ✓ Budget analysis and CIWP
Measures	✓ Five Essentials
Five Essentials	Effective Leaders Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning 4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time B4. Hires and Retains Highly Effective Teachers

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

- Native language instruction is not reflected in lesson plans (OLCE Audit)
- Bilingual or ESL specialist does not participate in the IEP team meetings of all special education ELs (OLCE Audit)
- The EL program curriculum is not aligned to all applicable standards (OLCE Audit)
The curriculum is developed through course teams.
- Course teams look at Standardized tests and REACH Performance tasks to determine which skills are being assessed.
- Teams then look at student performance on assessments determine learning targets
- Course teams then create common assessments to track student growth and mastery levels.
- The scope and sequences for ELA and Math courses at Schurz are aligned with the CCSS. Math course teams picked 3-4 CCSS to
focus on each quarter and translated the CCSS into "I can…" statements for students to use for self-assessment. ELA course teams
focused on 3-4 overarching concepts, based on the CCSS, to study throughout the year.
- Course teams use their common scope and sequence and UBD unit plans for pacing guides. The development is based on student
achievement, student needs, and common assessments.
- Language Matters team has led Professional Development sessions teaching teachers in all content areas how to create language
objectives for units.
- MYP teachers submit IB approved vertical planners that are reviewed and updated every year
- MYP teachers are expected to develop and carry out at least one cross-curricular unit every year using the IB provided interdisciplinary planner
- MYP teachers submit IB approved unit plans that incorporate differentiation for students' learning needs and styles
- MYP teachers use the prescribed IB objectives that must be assessed at least twice over the course of the MYP as reflected in their unit plans and assessments
- MYP teachers create authentic summative assessments that use IB rubrics and a standardized MYP grading system
- DP teachers submitted IB approved course outlines that are reviewed and updated every year
- DP teachers create a variety of authentic assessments that align with the DP assessment criteria

Guide for Curriculum

- **Adhere to the CPS Content Frameworks (**Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/library-science/cps-virtual-library/math-content-framework---virtual-library), Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/science/cps-science-content-framework), Social Science (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/social-science-1/social-science-content-framework-3-0), and Literacy (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/literacy/cps-literacy-content-framework-2-0)) **to ensure alignment of scope and text and task complexity.**
  - Provide a range and depth to knowledge and understanding of learning experiences that are language and content rich.
- **Align units of instruction (horizontally/vertically) to scope and sequence maps and pace units and lessons appropriately.**
  - Focus so units can be adequately addressed in the time available.
  - Examine formative data to determine mastery and pace. Discuss how much time it takes to adequately address the essential elements, and the viability of documents that articulate essential content and timing of delivery (e.g. pacing guides, curriculum maps).
- **Utilize the 'big ideas' that should be taught to determine whether students are being taught the body of knowledge, the understandings and the skills expected.**
  - Identify the essential understandings – what students should learn in greater depth. In other words, know 'covering everything but learning nothing' does not work.
- **Expose and extend opportunities for all students to grade appropriate levels of text complexity in all types of texts, including informational in all content areas.**
  - Articulate language goals that are separate from and support content goals. Literacy - reading, writing and speaking are essential 'learning tools' across the curriculum (disciplinary literacy).
- **Engage all learners in content areas by fully integrating opportunities for all learners, including:**
  - Diverse learners to demonstrate core knowledge and skills.
  - English Learners to develop academic language to demonstrate mastery.
    - Use English and native language development in addition to content standards to differentiate for English learners.
    - Understand research and implement programs to develop native language literacy for English learners.
  - Advanced learners to extend core knowledge and skills.
- **Distinguish qualitatively and quantitatively between 'regular courses' and 'advanced courses' (e.g. AP (http://apcentral.collegeboard.com/home), gifted (https://docs.google.com/a/cps.edu/viewer?a=v&pid=sites&srcid=Y3BzLmVkdXxrY3hneDoyYjlINGI4MmY3YTlxYTgz), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
  - Incorporate web capabilities for interactivity and information sharing.
  - Integrate field-based learning through partnerships with city institutions (e.g. museums (https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS

Suggested Evidence	✓ Curriculum maps, vertical/horizontal ✓ Sequencing and pacing guides ✓ Thematic units which cover multiple disciplines ✓ Comprehensive unit plans including assessments
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Effective Leaders Collaborative Teachers
CPS Framework for Teaching	3a. Communicating with Students 3c. Engaging Students in Learning 1a. Demonstrating knowledge of content and pedagogy 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Instructional Materials:

Materials to present learning content and what the learner uses to demonstrate are characterized by variability and flexibility. Materials are identified and adapted to increase access to learning for all students. Materials include multimedia and embedded, just-in-time supports; varied tools and supports; alternative pathways, and varied levels of support and challenge. (adapted from UDL Guidelines 2.0)

Score

1   2   **3**   4

- Native language instruction is not reflected in lesson plans (OLCE Audit)
- REACH 1a: Demonstrating Knowledge of Content and Pedagogy - Teachers scored 49% Proficient, 51% Distinguished (REACH Report February 2016)
- REACH 1b: Demonstrating Knowledge of Students - Teachers scored 4% Basic, 43% Proficient, 53% Distinguished (REACH Report February 2016)
- REACH 1c: Selecting Learning Objectives - Teachers scored 2% Basic, 72% Proficient, 26% Distinguished (REACH Report February 2016)
- REACH 1d: Designing Coherent Instruction - Teachers scored 5% Basic, 63% Proficient, 32% Distinguished (REACH Report February 2016)
- Wilson's Reading System (SPED) - within this course the instructor is utilizing scientifically proven manipulatives and teaching concepts that are targeted and intense. This program is tiered, and focuses on phonemic awareness, fluency, sight word recognition, decoding, comprehension, etc.
- Chromebook Cart (SPED) - through the use of Chromebooks teachers are able to expand on the material within their units. This provides for immediate feedback on work products, creation of shared and dynamic wiki docs, access to google apps that are tailored toward diverse learners (such as Chrome AT Toolbox), etc. Use of this technology allows the entire class to learn in an open and flexible environment while also allowing the instructor to differentiate instruction as needed.
- In Class Manipulatives (SPED) - In accordance with the IEP, and the current unit, teachers incorporate varied assistive technology tools within the classroom. This includes highlighters, rulers, environmental control such as varied room setup, work task boards, talking dictionaries, etc. Use of simple AT in the classroom enables students to create work products of their own while accommodating them per the IEP.
- Chemistry Unit Plans: the materials compiled in my course team's unit plans are selected and adapted based on learner needs. They also include a variety of quality media, manipulatives and supplies to achieve our learning objectives.For instance, in unit 4, we selected computer model simulations, hands-on model building, video clips, and creative projects. We compile a master list of ideas and then each teacher selects materials that best meet the needs of their students.
- As department chair, I ensure that all science classes, including bilingual and self-contained have access to the same resources as all other classes: books, technology, and lab materials. There currently is not a "NGSS Aligned" textbook or materials. The textbooks we do have are available in English and Spanish and even the English version of the Chemistry textbook has a Spanish glossary.
- We have upgraded our data collection tools used in Chemistry, Environmental, and Physics (Bio on hold per budget). The students can design and implement their own labs on a chromebook, plug in data collection probes via USB, collect data, as well as share out and analyze one another's data
- We also use pHet simulation from UC-Boulder in Physical Science
- We also have a couple teacher testing out new software for Chemistry called Gizmos
- Varied and Flexible Instructional Materials - the materials compiled in my course team's unit plans are selected and adapted based on learner needs. They also include a variety of quality media, manipulatives and supplies to achieve our learning objectives.For instance, in unit 4, we selected computer model simulations, hands-on model building, video clips, and creative projects. We compile a master list of ideas and then each teacher selects materials that best meet the needs of their students.
- Equitably available and accessible to all teachers and students - As department chair, I ensure that all science classes, including bilingual and self-contained have access to the same resources as all other classes: books, technology, and lab materials. There currently is not a "NGSS Aligned" textbook or materials. The textbooks we do have are available in English and Spanish and even the English version of the Chemistry textbook has a Spanish glossary.
- Multimedia embedded, just-in-time supports – for conveying conceptual knowledge - We have upgraded our data collection tools used in Chemistry, Environmental, and Physics (Bio on hold per budget). The students can design and implement their own labs on a chromebook, plug in data collection probes via USB, collect data, as well as share out and analyze one another's data. We also use pHet simulation from UC-Boulder in Physical Science. We also have a couple teacher testing out new software for Chemistry called Gizmos.
- In-class manipulatives: Rulers, protractors, compass, calculators, graph paper, highlighters
- KUTA software for Pre-Algebra through Algebra 2...provides many types and easily regenerated problems
- MATHALICIOUS website (provided currently by Network 1) http://www.mathalicious.com/
- Chromebook carts for use of DESMOS online graphing calculator...students can graph and manipulate effects on graphs and their equations
- Graphing calculator sets (about 9 sets to share)
- TI skins of graphing calculators to allow teaching of how to use calculator and comparing graphs on projector
- MIRA reflectors (2 classroom sets)-- Reflects shapes and points to see concepts of symmetry and congruence. It is also very helpful in studying transformational geometry, as reflections, rotations, slides, and flips are shown easily. For use in constructions and investigations.
- Plastic Geometry set with moveable axis (1 set for team) -- help students and their minds travel out of the two-dimensional world of flat planes; helps illustrate the diameter, altitude, and the slant height lines of three-dimensional solids, which are important concepts in the study of volume and surface area

Guide for Instructional Materials

Instructional materials (including technology) are…..

- **Aligned to curricular plans and expectations of the standards.**
- **Varied and flexible.**
  - Are selected and adapted based on learning objectives and learner needs.
  - Include a variety of quality media, manipulatives and supplies to achieve valued learning outcomes.
- **Intentionally planned by identifying or adapting appropriate tools (including technology) for specific instructional needs.**
  - Student outcomes and developmental appropriateness determine when and who will use the materials.
  - Materials are updated/upgraded in response to new information and understandings.

- **Equitably available and accessible to all teachers and students.**
  - Teachers and students have available a variety of high quality, standards-aligned instructional materials and resources.
  - Materials are in English and native language for English learners.
  - Reference and resource materials are readily available and circulated throughout the school.
- **Include multimedia and embedded, just-in-time supports (e.g. hyperlinked glossaries, background information, and on-screen coaching) – for conveying conceptual knowledge.**
  - Students interact with instructional materials to engage all modalities in the learning process.
  - Technology is integral to students learning experiences.
  - Units and lessons include grade-appropriate levels of texts and other materials so every student can access the content/skills.
- **Include tools and supports needed to access, analyze, organize, synthesize, and demonstrate understanding in varied ways – for learning and expression of knowledge.**
  - The needs of the students at different performance levels are met by using a variety of instructional materials that allow students to draw on all of their learning capacities.
  - The teacher models effective use of various materials.
  - Students understand that materials are a means to acquire language, knowledge, and competencies.
  - Technology enhances students' higher order, creative thinking and problem solving.
  - Materials connect subject area content to real life applications.
- **Include alternative pathways including choice of content, varied levels of support and challenge, and options for recruiting and sustaining interest and motivation – for engaging and learning.**
  - Students make choices about instructional materials as part of learning.
  - Materials address the needs of the total child: cognitive, linguistic, social, emotional, physical, and aesthetic.
  - Consumables are often non-print supplies that promote active, hands-on learning.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Cross-section of materials from a variety of content areas and grade levels ✓ Evidence of scaffolding and differentiation for all students to access the content/skills ✓ Description of materials in curriculum and/or lesson plans ✓ Presence of varied texts, supplementary media (e.g. videos)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction Supportive Environment
CPS Framework for Teaching	1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time

Rigorous Student Tasks:

The school regularly examines student work - what students are being asked to do on in their classrooms - across grades or courses in all content areas. Examining the texts and tasks students experience provides the necessary insight to gauge rigor and illuminate how the standards are actualized prompting the question whether or not approaches support the true spirit of college and career readiness. (adapted from The Education Trust – Equity in Motion Series)

Score

1 **2** 3 4

- Growth on EPAS assessment, all students - better than 54%, Hispanic priority group - better than 54%, diverse learners - better than 42% (2015 SQRP)
- attainment on ACT assessment, grade 11 - better than 23% of schools nationally (2015 SQRP)
-19% of teachers report that students rarely use data and text references to support their ideas (5 Essentials)
- 20% of teachers feel that students rarely provide constructive feedback to their peers and to them (5 Essentials)
- 85% of students believe the curriculum at Schurz is focused on helping students get ready for college.
- 71% of students believe their classes challenge them.
- 71% of students regularly use data and text references to support their ideas.
- In the English department, 42.9% of teachers ALWAYS review student work within their course teams or with other teachers; 57.1% of teachers SOMETIMES review student work within their course teams or with other teachers.
- In the English department, 78.6% of teachers ALWAYS require their students to annotate text; 21.4% of teachers SOMETIMES require their students to annotate text.
- In the English department, 85.7% of teachers ALWAYS require students to cite evidence from the text; 14.3% of teachers SOMETIMES require students to cite evidence from the text.
- In the English department, 64.3% of teachers NEVER participate in walk-throughs to observe student learning or to gain instructional ideas; 28.6% SOMETIMES participate in walk-throughs; 7.1% ALWAYS participate in walk-throughs.
- In the English department, 71.4% of teachers NEVER create opportunities to create authentic work for real audiences; 14.3% ALWAYS create opportunities; 14.3% SOMETIMES create opportunities.
- In the English department, 78.6% of teachers ALWAYS assign reading and writing tasks that include a variety of literary and informational complex texts; 21.4% SOMETIMES assign reading and writing tasks that include a variety of literary and informational complex text.
- 50% of students rarely to never write math problem for another student to solve
- One third of students rarely to never write sentences to explain their reasoning
- One third of students rarely to never apply math to situations outside of school
- One third of students rarely to never solve a math problem that takes more than 20 minutes
- 84% of students explain how they solved a problem to the class often
- 75% of students discuss possible solutions to problems with other students
- REACH Performance Tasks--course teams have developed a practice REACH tasks to use at least once between pre and post tests.
- MATH Talks as extended warm ups: 1. Write the problem on chart paper/ whiteboard. 2. Ask students to do the problem mentally on their own. 3. Ask students to indicate that they have arrived at a solution by giving a set nonverbal cue (thumb up/over chest). 4. Ask students to clearly explain their findings. 5. Record the steps precisely as the student explains them to you. Ask clarifying questions as needed to be sure you understand the flow of the student's thinking process.
- MARS Tasks-- MARS Performance Tasks are intended to be used formatively and play an integral role in uncovering student misconceptions, as well as inform instruction. These assessments are performance-based and offer opportunities for teachers to assess a deeper conceptual understanding of the mathematics content being taught throughout the school year. (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/assessment/mars-tasks)
- FALs--Formative Assessment Lessons (FALs) are anchored in the content standards described in the Common Core State Standards for Mathematics (CCSSM), while at the same time, focusing on the mathematical practices that are the major new challenge in the CCSSM. These lessons are built around rich tasks that assess how far students can "think with mathematics". The following FALs will help teachers to reveal, examine, and then consolidate their students' often-fragile learning, and thus advance their performance in mathematics. (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/assessment/fals)
- MATHALICIOUS website (provided currently by Network 1) http://www.mathalicious.com/; has real life connected tasks to mathematic topics
- Algebra 2 team: Water balloon throwing quadratic task; optimizing two business situations in systems of equations (boomerangs);
- Geometry team: Creating city map using distance formula;
- Algebra team: Many tasks available...need to review and make sure teachers are implementing these tasks throughout their teaching

Guide for Rigorous Student Tasks

- **Begin with the belief that all students can learn. (see *Culture for Learning*)**
  - Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.
  - Create an environment where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.
  - Communicate the necessity of attendance and engagement everyday in order to succeed.
- **Plan and assign tasks that are cognitively challenging for individual students and require students to provide evidence of their reasoning.**
  - Align tasks with standards-based learning objectives that reflect the depth of knowledge expectations.
  - Tasks are Integrative to draw on multiple standards.
  - Teach for Robust Understanding in Mathematics (TRU Math (https://sites.google.com/a/cps.edu/kc/curriculum/content-area-subpages/math/tru-math-dimensions/TRU%20Math%20-%20Conversation%20Guide%20(Short%20Version).pdf?attredirects=0&d=1)). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
  - **Complexity**: Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
  - **Evidence**: Cite evidence from text and write to sources, not decontextualized prompts.
  - **Knowledge (non-fiction)**: Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
  - **Focus**: Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).

- **Coherence**: Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
- **Rigor**: Problems require construction of mathematical reasoning and critiques of other possible solutions.
  - **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
  - **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
    - Analyze models with students to build a vision of quality.
    - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
    - Analyze student work samples as part of professional learning to best support students' attainment of quality work and standards.

Evidence, Measures, and Standards

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

Transitions, College & Career Access & Persistence:

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)

Score

1 **2** 3 4

- 4 year cohort graduation rate - 63.2% (2015 SQRP)
- Early college and career credentials - 24.3% of graduates earning credentials (2015 SQRP)
- College enrollment rate (class of 2014) - 42.4% graduates enrolling in college (2015 SQRP)
- College persistence rate (class of 2013) -51% of graduates persisting in college (2015 SQRP)
- 85% of students report that teachers make sure that all students are planning for life after graduation (5 Essentials)
- 84% of students agree that all students are encouraged to go to college (5 Essentials)
- 88% of students agree that high school is seen as preparation for the future (5 Essentials)
- 63% of teachers expect most students in this school to go to college (5 Essentials)
- 81% of teachers report that teachers help students plan for college outside of class time (5 Essentials)
- 85% of teachers agree that the curriculum at this school is focused on helping students get ready for college (5 Essentials)
- 91% of teachers feel that it is part of their job to prepare students to succeed in college (5 Essentials)
- REACH 2b: Establishing a Culture for Learning - Teachers scored 5% Basic, 56% Proficient, 39% Distinguished (REACH Report February 2016)
- Dual Enrollment program through City Colleges
- Hosted 4 Career Day events (Business, Public Service, Health, and Science and Technology) with Friends of Schurz booster group to introduce to various career options
- Hosted Financial Aid info session for parents during report card pick up
- Conducted "FAFSA prep" workshops in December to all senior English classes to educate seniors on financial aid
- Will conduct financial aid follow up workshops in March for senior English classes
- Assigned post secondary partners to advisories to assist with college/scholarship applications and financial aid
- Conducted 15 Intro to Naviance sessions with juniors during English III classes, will have college and career sessions with juniors every other month until the end of the school year
- College and Career lab is open from 7:45 am-4:30 pm every day
- PLT will train teachers on Naviance and will disseminate college match information to all grade levels during Q3
- 2 seminars for freshmen on college prep programs, Northwestern Academy and Collegiate Scholars.
- Hosted three info session for Chicago Scholars for eligible juniors, 11 juniors submitted completed applications
- Scheduled College Access Day on Feb. 24th featuring 3 college access programs for all juniors
- Class of 2016 scholarship count is 5.2 million and counting
- Conducted 2 day dual enrollment event and enrolled 17 students at Wright and Truman during the Spring semester
- Exemplary post-secondary coach + CTE coordinator team
- DREAM team - Dream Act support community of students facing immigration status challenges, to explore best available options given no FAFSA qualification
- College Ambassadors group - Senior students leadership team organizing 'college-themed' social events to motivate students and celebrate college acceptances
- 22 college reps visited during 2014-2015 includes 4 admitted students events with Dominican, UIC, U of I, and Concordia
- 432 seniors applied to at least 1 college
- 392 seniors applied to 3 or more colleges
- Class of 2015 scholarship count is $10.3 million

Guide for Transitions, College & Career Access & Persistence

- **TRANSITIONS - Have structures and processes in place to ensure successful transitions (e.g. into school , grade to grade, school to school, school to post-secondary).**
  - Mitigate the adverse effects experienced by some students in transition – such as arriving part-way through the school year – that can cause students to fall behind or become disengaged from school.
  - Monitor the progress of English learners after transition from services.
  - Provide programs and interventions that help students as they move from middle school through Freshmen year, including but not limited to: High School Investigation Days, Freshmen Connection program (where budget allows), and a robust Freshmen Orientation program. Implement targeted holistic student supports the entire Freshmen year.
  - Provide sustained summer learning experiences to minimize learning loss and support key transition periods (e.g. summers before Kindergarten, HS, and college).
    - Use student data and best practices research to develop focused programs.
    - Expand access beyond students who are struggling academically.
    - Provide school counseling and postsecondary advising transition support and follow-up during "Summer Melt" and the first year of college.
  - **AWARENESS - Expose students early to academic/professional worlds beyond K-12.**
    - Provide students opportunities to discover personal talents and skills, identify career interests, and pursue coursework/activities necessary to reach personal, academic and career goals.
    - Expose students to a range of career paths and the educational requirements of each to improve long-term planning and goal-setting.
    - Start the conversation about college in primary grades.
    - Make parents aware of academic opportunities and supports for their child.
  - **READINESS – Ensure equitable access to college preparatory curriculum.**
    - Provide access to 8th Grade Algebra to all eligible 8th grade students.
    - Provide access to early college and career coursework and credential opportunities while in HS (e.g. AP credit, Dual credit, industry credentials (CTE), Seal of Biliteracy).
    - Teach students to analyze their transcripts and test scores, as well as connect course selection, attendance, and grades to their continued success and access to postsecondary options, and adjust their actions and behavior to make progress toward graduation and their top postsecondary choice. Provide support and motivation to encourage B's or better and improving attendance.
    - Create opportunities for students to explore college and career knowledge, mindsets, and skills necessary for academic planning and goal setting.
    - Find opportunities to work with all students on academic and personal behaviors, including persistence, engagement, work habits/organization, communication/ collaboration, and self-regulation.

- In Naviance, develop an Individual Learning Plan that tracks coursework, college and career assessments, goal setting, 6th-12th grade milestones completion that culminates in a concrete postsecondary plan.
  - **SUCCESS - Provide direct assistance to all students and families through every stage of the college selection, application, and entry process (Transition to College (HS))** including, but not limited to academic planning/advising to assist with:
    - Selecting colleges with the best institutional graduation rates for their level of qualifications. (Students of all qualification levels are more likely to graduate from college if they attend a postsecondary institution with high graduation rates
    - Researching/comparing options including short and long-term financial outcomes, comparing college graduation rates, and other statistics to narrow down options.
    - Researching living wage options such as an apprenticeship or certification programs for students who wish to work after high school and/or want to delay college.
    - Applying to multiple colleges—generally three or more.
    - Navigating financial aid and capitalizing on grant and scholarship opportunities.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

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

- 58% of students report that teachers regularly ask difficult questions in class (5 Essentials)
- 38% of students report that teachers occasionally ask difficult questions on tests (5 Essentials)
- 82% of students report that their class to work hard (5 Essentials)
- 96% of students agree that teacher expect everyone to work hard in their classes (5 Essentials)
- 12% of classroom teachers scored Basic in REACH 3b: Using Questioning and Discussion Techniques (REACH Report February 2016)
- REACH 3a: Communicating with Students - Teachers scored 74% Proficient, 26% Distinguished (REACH Report February 2016)
- REACH 3b: Using Questioning and Discussion Techniques - Teachers scored 12% Basic, 75% Proficient, 12% Distinguished (REACH Report February 2016)
- REACH 3c: Engaging Students in Learning - Teachers scored 6% Basic, 58% Proficient, 36% Distinguished (REACH Report February 2016)
- REACH 3d: Using Assessment in Instruction - Teachers scored 13% Basic, 72% Proficient, 15% Distinguished (REACH Report February 2016)
- REACH 3e: Demonstrating Flexibility and Responsiveness - Teachers scored 2% Basic, 91% Proficient, 7% Distinguished (REACH Report February 2016)
- Business Communications (SPED) - this self contained course was created to assist our diverse learners in sharping their higher order thinking skills, while simultaneously preparing them for post secondary education and training. Student were required to prepare personal statements, write resumes, engage in mock interviews, research various career paths, etc. Many of the projects in this course were peer to peer based, and required the students to reteach what they had been taught in order to ensure mastery.
- Business Math (SPED) - a self contained course that builds upon complex mathematical concepts while teaching basic personal finance skills needed for post secondary independence. Students are required to utilize their prior mathematical knowledge in solving real world financial planning problems. This includes dissecting loan and lease contracts, writing personal checks, creating and adjusting budgets, mock stock and bond exchange, etc.
- Low Incidence (SPED) - (Home Depot/ABT Project - coming Spring 2016) Hands on daily living skill acquisition project that enables our cluster students to learn vital life skills. Project contains a new kitchen, mock bedroom, closet/organizational shelving system, and laundry center. With this setup instructors and paraprofessionals are able to combine core content area instruction with post secondary skills which meet the requirement of the IEP, and prepare our students for semi assisted living conditions.
- ILT walkthroughs and REACH data indicated some need for improvement in teachers' use of questioning in the classroom

- 70% of teachers believe the curriculum, instruction, and learning materials are well coordinated across the different grade levels at Schurz.
- 80% of teachers believe there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level.
- 9% of students believe their teachers want them to become better thinkers and not just memorize things.
- 71% of students regularly use data and text references to support their ideas.
- In the English department, 85.7% of teachers ALWAYS use questioning and discussion as techniques to deepen student understanding and challenge; 7.1% SOMETIMES use questioning and discussion; 7.1% NEVER use questioning and discussion.
- In the English department, 78.6% of teachers ALWAYS scaffold their instruction; 21.4% SOMETIMES scaffold their instruction.
- In the English department, 57.1% of teachers SOMETIMES change their instructional practice based on analysis of data; 42.9% ALWAYS change their instructional practice.
- In the English department, 78.6% of teachers SOMETIMES strategically group students; 21.4% ALWAYS strategically group students.
- Use questioning and discussion as techniques to deepen student understanding - ILT walkthroughs and REACH data indicated some need for improvement in teachers' use of questioning in the classroom. 5 essentials: The Teacher Asks Difficult Questions In Class – students split 42% No, 48% Yes
- Effectively Communicate with students - REACH Domain 3a: Communicating with students, only 1% of Schurz staff were scored as basic.
- Monitor the effect of teaching on student learning and integrative formative assessment into instruction - REACH Domain 3d: Using Assessment in Instruction. 84% of staff scored as proficient or better.
- 50% of students rarely to never write math problem for another student to solve
- One third of students rarely to never write sentences to explain their reasoning
- One third of students rarely to never apply math to situations outside of school
- One third of students rarely to never solve a math problem that takes more than 20 minutes
- 84% of students explain how they solved a problem to the class often
- 75% of students discuss possible solutions to problems with other students
- Math Word Wall--develop math vocabulary through introduction, clarification throughout unit, and using this vocabulary on benchmark assessments
- All math benchmark data have been discussed is course teams to identify the common mistakes and unit plans have been adjusted to tackle these misunderstandings
- Students are provided student-friendly "I can " statements in math and can articulate what they are learning
- Math questioning in the classroom:
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf
- Most teachers use student sample to look over and have students explain any mistakes made
- Some performance tasks ask students to evaluate the arguments of other student's work
- Use of group work to encourage math dialogue among students; have students JUSTIFY why their particular answer is correct and HOW they got there
- Math instruction and tasks are scaffolded to encourage student participation and to determine where the 'sticking' point is for various students
- Inclusion classrooms use one teacher to pull struggling students to work through several hands on examples after lesson
- Most teachers use exit slips with specific feedback to assess where student understanding is for all individuals
- Math teachers provide flex days in unit plans to add in extra time when students show difficulty understanding new concepts or procedures (also has extended topics for honors or more advanced groups)
- 82% of students say this class requires me to work hard to do well
- 94% of students say teachers want us to become better thinkers, not just memorize things
- 88% of students really learn a lot in class
- 58% of students say the teacher asks difficult questions in class
- 89% of students say teachers work hard to make sure all students are learning
- 78% of students say teachers pay attention to all students, not just the top students

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
  - Guide students to articulate the relevance of the objective(s) to learning.
  - Anticipate possible student misunderstanding.
  - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
  - Enable students to contribute to extending the content by explaining concepts to their classmates.
  - Build on students' language development and understanding of content.
  - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**
  - Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
  - Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
  - Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
  - Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
  - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
  - Provide targeted supports to individual students or groups of students based on their identified needs.

- Provide instruction designed to develop language domains for English learners.
  - ○ **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
    - Monitor progress and check for understanding for individual students.
    - Change instructional practice based on analysis of current data.
    - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s.
    - Also see *Balanced Assessment*.
  - ○ **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
    - Intervene in a timely and effective way to help students who are struggling.
    - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
    - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Evidence of best practices (flexible grouping, cognitively demanding tasks, open-ended questions) ✓ Informational observations, peer observations, learning walks ✓ Lesson studies
Measures	✓ SQRP Attainment and Growth ✓ REACH observation trends (de-identified)
Five Essentials	Ambitious Instruction Effective Leaders Supportive Environment
CPS Framework for Teaching	3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices B2. Observes and Evaluates Staff and Gives Feedback to Staff

Multi-Tiered System of Support:

The school is characterized by full implementation a system of academic and social emotional (SEL) supports for all students. Every day, in all classrooms, all teachers provide: Universal instruction in the core curriculum - academic & SEL (Tier 1) to all students; additional targeted academic and SEL supports (Tier 2) where needed; and deep and intense supports (Tier 3) based on individual and small group needs. The school also monitors On Track data (grades/GPA and attendance (ES), and course credits (HS)) to provide interventions/supports for students at risk for failure and/or truancy.

Score

1   **2**   3   4

- Average daily attendance rate - 87.8% (2015 SQRP)
- 1 year dropout rate - 5.7% dropout rate (2015 SQRP)
- Freshman on-track rate - 69.1% of freshman on-track to graduate (2015 SQRP)
- The school does not monitor the progress of transitional ELs for two consecutive years by following OLCE procedures (OLCE Audit)
- Most bilingual folders are incomplete and do not contain the most updated information for students in the program including ACCESS teacher reports, notification letters, or report card waivers (OLCE Audit)
- 49% of teachers report some parents attend teacher-requested parent-teacher meetings (5 Essentials)
- REACH 4b: Maintaining Accurate Records - Teachers scored 68.6% Proficient, 31.4% Distinguished (REACH Summary Report 2014-2015)
- Average Daily Attendance Rate: All Students - 87.5%, Students with an IEP - 84.1%, Students in Temporary Living Situations - 76%, English Learner Students - 87.8% (OSSE Attendance and Truancy Report January 2016)
- Chronic Truancy Rate (9 or more unexcused absences): All Students - 25.4%, Students with an IEP - 33.2%, Students in Temporary Living Situations - 52.5%, English Learner Students - 25.6% (OSSE Attendance and Truancy Report January 2016)
- Chronic Absence Rate (18 or more unexcused absences): All Students - 16.6%, Students with an IEP - 23.3%, Students in Temporary Living Situations - 42.5%, English Learner Students - 16.8% (OSSE Attendance and Truancy Report January 2016)
- Week 20 (1st Semester) On-Track Data: 87.8% Freshmen, 92.2% Sophomores, Average = 90.2% (Dashboard February 2016)
- Tier 1 Supports implemented by PBIS/School: Expectations displayed in the hallways and classrooms, common cell phone policy with posters in every classroom, Student Contracts supply students with current performance data on grade, attendance, and disciplinary infractions every two weeks and is connected to a series of incentives and consequences, Common assessments are modified for our students with special needs and translated for our English Language Learners, Freshmen Focus room provides tutoring to academically and behaviorally struggling freshmen, City Year tutoring and mentoring supports provided after school and throughout lunch periods, PBIS initiative to have all teachers at their doors greeting students and assisting with getting students to class,
- Tier 2 Supports implemented by PBIS/School: Students struggling with certain behaviors are referred to our Think First and our anger-coping small group sessions facilitated by our counselors and school social workers, Mentor Moms Parenting Group provides supports to young parents in the building, Attendance Mentoring initiatives allows staff members to "adopt" students struggling with attendance (between a 75-85% attendance rate) and provide a series of check-ins to help improve attendance, Top Dog Awards given to students that demonstrate positive, responsible, and respectful behavior that are nominated by their teachers, Becoming A Man (BAM) program mentors and guides young boys into manhood by discussing difficult situations, reactions, and ways to deal with a variety of circumstances that could impact their future, Behavioral Health Team (BHT) meets to identify students in need of additional levels of behavioral help and support and create an individual plan of implementation to best help and support the identified students.
- Tier 3: Behavior Intervention Plan, Functional Behavioral Analysis, Individual discussions, Other Interventions, Attendance mentoring Program
- Paz Joven Project for Bilingual Students
- Since the implementation of Freshmen Focus, at the 20-week mark, we have an 87.27% FoT rate. That is an 8.85% increase from last year.
- Over 200 freshman students have visited Freshmen Focus over 400 times throughout the first semester.
- Since the implementation of Freshmen Focus, our Ds and Fs have decreased dramatically from last year. At the 10-week mark during SY2014-15, 396 freshmen earned a D/F compared to SY2015-16, 245 freshmen earned a D/F. Similarly, at the 20-week mark during SY2014-15, 384 freshmen earned a D/F compared to SY2015-16, 253 freshmen earned a D/F.

Guide for Multi-Tiered System of Support

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

environments.

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score

1 **2** 3 4

- 13% of classroom teachers scored Basic in REACH 3d: Using Assessment in Instruction (REACH Report February 2016)
- REACH 1e: Designing Student Assessment - Teachers scored 2% Basic, 74% Proficient, 24% Distinguished (REACH Report February 2016)
- REACH 4a: Reflecting on Teaching and Learning - Teachers scored 3% Basic, 47% Proficient, 50% Distinguished (REACH Report February 2016)
- REACH 4b: Maintaining Accurate Records - Teachers scored 68.6% Proficient, 31.4% Distinguished (REACH Summary Report 2014-2015)
- Week 20 (1st Semester) Passing Rate (% of ABC's Given) = 64% (Dashboard February 2016)
- Week 20 (1st Semester) Distribution of D & F Grades = 29% Freshmen, 29% Sophomores, 28% Juniors, 25% Seniors (Dashboard February 2016)
- Course teams give 3 common assessments a semester (Diagnostic, Midterm, and Final).
- Review of formative and summative assessments is an on-going process in course team work. At the start of each quarter course teams are required to review common assessments validation and quality. Teachers also use an item analysis report to review common assessments as well.
- Course teams use this assessment scores to collaborate a plan of action which includes targeting skills, common practice, and common assessments for the target skills.
- Course Teams work in a cycle that requires teams to meet weekly to collaborate on unit plans, share different instructional strategies, and create common assessments based on their scope and sequence. A critical part of the cycle is looking at student work to determine learning gaps by using the Strategic Inquiry process.
- English and Math Courses follow a benchmark grading system. Benchmarks = 40%, Quizzes = 25%, Class Activities = 25% and Final = 10%
- School Grading Scale: Classroom Activities = 40%, Homework = 20%, Class Participation = 10%, Exams/Quizzes = 20%, Project = 10%

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction.** (also see *MTSS* and *Instruction*)
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of** universal design

(http://www.udlcenter.org/aboutudl/udlcurriculum) **and use of accommodations and, where needed, modifications.**
- Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
  - Work together on building common assessments within a department, course, or grade level team.
  - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (http://www.csai-online.org/spotlight/assessment-design-toolkit).
  - Use common protocols and calibrate on scoring and grading in teacher teams.
  - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
  - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
  - Measure, report, and document student progress and proficiency:
    - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.
    - Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
  - Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
  - Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

Culture for Learning:

Score

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.

- 70% of teachers wouldn't want to work in any other school (5 Essentials)
- 69% of teachers would recommend this school to parents seeking a place for their child (5 Essentials)
- 82% of students agree that teachers work hard to make sure that students stay in school (5 Essentials)
- Teachers report that students show each other respect = rarely - 6%, sometimes - 31%, almost always - 63% (5 Essentials)
- REACH 2b: Establishing a Culture for Learning - Teachers scored 5% Basic, 56% Proficient, 39% Distinguished (REACH Report February 2016)
- PBIS team biweekly meetings that identify school wide expectations that promote academic growth and academic culture
- PBIS meetings every other Tuesday starting 9/19
- Summer planning workshops for PBIS to design upcoming school year advisory lessons, school wide goals, incentives, and systems of support to promote academic progress
- PBIS team created hallway expectations for students (ID on, in class on time, garbage in the garbage cans, etc.)
- Staff survey to collect information and address classroom issues that distract learning. Feedback received from 80+ teachers and school wide policies implemented as a result.
- DOG Reports distributed bi-weekly to help students track their own success academically and behaviorally
- PBIS Posters school wide available to staff for promoting personal success
- Bi-monthly PBIS assemblies to promote Top Dog Awards (given to students that demonstrate positive, respectful, and responsible behavior)
- 90% attendance used as a metric for keeping students "On-track"
- Attendance Mentoring Initiative (Students hovering between 75-85% attendance were "adopted" by staff members to encourage an in increase attendance)
- OneGoal Program available to sophomores that are performing at or below the school average both academically and behaviorally.
- 18 of 19 OneGoal students in the first year of the program enrolled in college their freshman year. 17 of 19 OneGoal students are persisting and on-track to college graduation.
- 95% of OneGoal students were accepted to college during their senior year

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

Suggested Evidence	✓ Sample of individual student learning goals from a cross-section of teachers ✓ Also review student work evidence from Rigorous Student Tasks
Measures	✓ Five Essentials – Ambitious Instruction ✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction Collaborative Teachers Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort

Relational Trust:

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

Score

1 **2** 3 4

- It's OK in this school to discuss feelings, worries, and frustrations with the principal - 83% agree (5 Essentials)
- The principal looks out for the personal welfare of the faculty members - 83% agree (5 Essentials)
- I trust the principal at his word - 77% agree (5 Essentials)
- Teachers feel respected by the principal - 85% agree (5 Essentials)
- 86% of teachers feel loyal to this school (5 Essentials)
- 81% of teachers in this school trust each other (5 Essentials)
- 58% of teachers feel respected to a great extent by other teachers (5 Essentials)
- 89% of students feel safe and comfortable with their teachers at this school (5 Essentials)
- 88% of students agree that their teachers treat them with respect (5 Essentials)
- REACH 2a: Creating an Environment of Respect and Rapport - Teachers scored 3% Basic, 64% Proficient, 33% Distinguished (REACH Report February 2016)

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

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

Student Voice, Engagement, & Civic Life:

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

Score

1   2   **3**   4

- REACH 1b: Demonstrating Knowledge of Students - Teachers scored 4% Basic, 43% Proficient, 53% Distinguished (REACH Report February 2016)
- 95 Sophomore IB students partake in the Personal Project where students: Defines a clear and challenging goal and context for their project based on personal interests, Develop rigorous criteria for the product/outcome, Creates a product/outcome in response to their goal/criteria, Presents an evaluation of the quality of the product/outcome against his/her own criteria
- 95 Students moving into the full DP are provided with a commitment contract outlining the criteria to become a full DP candidate along with a self-reflection that every candidate must complete addressing the following areas: motivation, disciplined habits, academic achievement, intellectual promise, and self confidence
- 150 MYP students complete a semester reflection where they grade their proficiency of the IB Learner Profile traits and the Approaches to Learning Skills.
- 220 IB students participate in an IB day of service where they work with BuildOn on a service activity within their school/community
- 45 Full DP candidates partake in CAS (Creativity Activity Service). CAS experiences provide students with opportunities to explore their interests and express their own diverse passions, personalities, and perspectives.
- 441 students are enrolled in AP courses
- Dual Enrollment program through City Colleges
- Exemplary post-secondary coach + CTE coordinator team
- DREAM team - Dream Act support community of students facing immigration status challenges, to explore best available options given no FAFSA qualification
- College Ambassadors group - Senior students leadership team organizing 'college-themed' social events to motivate students and celebrate college acceptances
- 37 IHSA recognized sports teams at the school
- 100% compliance with the Title IX survey for Chicago Public Schools
- 25+ clubs and activities offered
- After School Matters
- Columbia Arts Program
- 2 student representatives per advisory nominated/voted to be a part of Student Council (215 members at start of the year)
- 14 Student Council Officers (7 Junior and Senior Officers)
- 22 National Honor Society Members
- CTE Programs available to students: Business & Finance, Digital Media, Automotive, Engineering
- International Baccalaureate Diploma School
- 12 Advanced Placement Course Offerings
- CTE Total Certifications 2014-15: Accounting = 37, Automotive = 62, CPFTA = 9, Cooperative Education = 5, Entrepreneurship =2
- CTE Graduation Numbers 2013-14: Automotive 25, Business 44, Coop 5 (Business)
- CTE Graduation Numbers 2014-15: Automotive 34, Business 32, Coop 16 (Business)
- CTE Certification Totals 2013: Non SQRP 15, SQRP 132 (Total: 147)
- CTE Certification Totals 2014: Non SQRP 58, SQRP 156 (Total: 214)
- CTE Certification Totals 2015: Non SQRP 44, SQRP 71 (Total: 115)
- As of this date, all the SQRP certificates are in Automotive

Guide for Student Voice, Engagement, & Civic Life

Students…

- **Have equitable access to a wide range of extracurricular and enrichment opportunities that build leadership, nurture talents and interests, and increase attendance and engagement with the school.**
  - Student needs, interest, and input are solicited for student programming.
  - Impact and quality of extracurricular and enrichment activities are measured regularly.
- **Have equitable access to rigorous courses/programming (e.g. AP, IB, magnet, dual credit, CTE).**
  - Student needs, interest, and input are solicited for student programming.
- **Have a choice.**

- Respectful student questioning and inquiry is embraced. Students choose issues of concern, research topics relevant to their lives, and develop their own plans to address them.
- Learning activities are personalized to match students' needs and interests, and students are involved in decisions that affect their learning.
  - **Have a voice and take informed action.**
    - Students are included in key conversations about their learning experience and work with the principal and staff to identify issues and implement solutions. (e.g. student voice committee).
    - Students initiate and lead some school improvement initiatives.
    - Students participate in democratic decision-making at the school level.
    - Students identify and research issues of relevance and work together to propose/advocate for solutions.
  - **Connect to decision-makers.**
    - Students learn about the structures and roles of government and civil society. They learn how to engage with elected officials and decision makers, and learn they have power and practice using it.
    - Students learn about issues and candidates, prepare voter education materials and get involved.
    - All eligible students are asked to register to vote.
  - **Make positive contributions to the school and community.**
    - Civic engagement is the project of entire school. Teachers and school staff collaborate across disciplines and grade levels to align and embed civic skills and content in curriculum.
    - Curriculum based projects, including service learning experiences, are present in various disciplines, and link students to community resources and partners.
    - Incorporate writing for audience beyond the teacher (presentation based learning).
  - **Learn to evaluate and consider multiple viewpoints by discussing current and controversial topics.**
  - **Consider how people in a democratic society effect change.**
  - **Consider their roles and responsibilities as a member of the community.**
  - **In high school, students are enrolled in Civics courses.**

Evidence, Measures, and Standards

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

Safety & Order:

The school is characterized by high levels of safety and order. Students feel physically and emotionally safe from harm, and adults work to actively maintain a safe, orderly school environment.

Score

1 2 **3** 4

- The principal is an effective manager who makes the school run smoothly - 77% agree (5 Essentials)
- Teachers have influence in setting standards for student behavior - 50% agree (5 Essentials)
- 60% of students feel "mostly safe" or "very safe" outside around the school (5 Essentials)
- 72% of students feel "mostly safe" or "very safe" in the bathrooms of the school (5 Essentials)
- 75% of students feel "mostly safe" or "very safe" in the hallways of the school (5 Essentials)
- 92% of students feel "mostly safe" or "very safe" in their classes (5 Essentials)
- REACH 2c: Managing Classroom Procedures - Teachers scored 2% Basic, 74% Proficient, 24% Distinguished (REACH Report February 2016)
- PBIS School wide Initiatives
- School wide Hallway safety Plan
- CPS student code of conduct enforcement
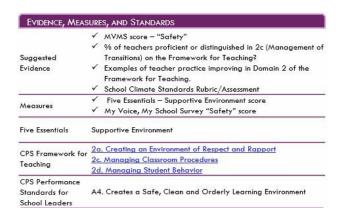- Partnership with 17th District CPD

Guide for Safety & Order
- **Ensure students and adults feel physically, socially, intellectually, and emotionally safe throughout the school.**
- **Provide clear procedures for reporting and responding to safety concerns.**
- **Manage efficient and orderly transitions between activities.**
  - Manage classroom routines and procedures to maximize instructional time.

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

Evidence, Measures, and Standards

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

Restorative Approaches to Discipline:

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

Score

1   2   **3**   4

- Out of school suspension rate = 15.86% in SY15 EOY, 31.30% in SY14 EOY (OSSE)
- REACH 2a: Creating an Environment of Respect and Rapport - Teachers scored 3% Basic, 64% Proficient, 33% Distinguished (REACH Report February 2016)
- REACH 2d: Managing Student Behavior - Teachers scored 8% Basic, 41% Proficient, 51% Distinguished (REACH Report February 2016)
- REACH 4c: Communicating with Families - Teachers scored 3.4% Basic, 75.4% Proficient, 21.2% Distinguished (REACH Summary Report 2014-2015)
- Out of School Suspensions per 100 Students = 7.34% in January 2015, 2.73% in January 2016 (OSSE)
- Weekly behavioral health team meetings starting on 09/19/2015 every Friday until the end of the school year
- PBIS team bi-weekly meetings that identify school wide exceptions that promote academic growth and positive school culture; meeting every Tuesday starting 09/19/2015 until the end of the school year
- Enhance intervention system; to date teachers have logged 3,973 Verify anecdotal records, Consult with a counselor 108, Phone calls to parents 1,149, Referrals Tier II teams 465, Student conferences 540.
- Restorative Conversations with students and staff; 94 conversations with discipline staff and 36 with RP coach
- Total out of school suspensions 2014-2015 (347) 2015-2016 (58) ISS 2014-2015 (78), ISS 2015-2016 (35) Request for expulsion 2014-2015 (17) 2015-2016 (3), removal from class 2014-2015 (191) 2015-2016 (69)
- Mentorship Program Student to Teacher (staff) 100? Seeing 2 students each
- Becoming a Man Counseling Program (BAM) 70+ boys
- Lutheran Social Services of Illinois (Therapeutic) 20 IB students
- Wes School Based Behavioral Health Services 24 students C-I-C-O
- Life Builders Drug Intervention Program 32 students to date
- Tiered Supports of Restorative Practices Implemented in the Classroom
- Significant decrease of misconduct events across all Groups (1-6) - Dashboard

Guide for Restorative Approaches to Discipline

- **PROACTIVE - Reinforce positive student behavior with clear expectations, routines, and procedures.**
  - A team meets regularly to organize systems that support a restorative environment.

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

Evidence, Measures, and Standards

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

Parent Partnership:

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

- % of students with a parent registered on the Parent Portal = 22.2% in January 2015, 40.4% in January 2016 (OSSE)
- 26% of teachers believe most parents do their best to help their children learn (5 Essentials)
- Teachers and parents think of each other as partners in educating children - 58% agree (5 Essentials)
- Teachers report that staff at this school work hard to build trusting relationships with parents - 80% agree (5 Essentials)
- 48% of teachers report that parents do not volunteer any time to support the school (5 Essentials)
- Teachers report that the school develops formal networks to link all families with each other = 29% not at all, 29% a little, 28% somewhat 14% a great deal (5 Essentials)
- Teachers report that the school includes parent leaders from all backgrounds in school improvement efforts = 14% not at all, 32% a little, 40% somewhat, 14% a great deal (5 Essentials)
- REACH 4c: Communicating with Families - Teachers scored 3.4% Basic, 75.4% Proficient, 21.2% Distinguished (REACH Summary Report 2014-2015)
- Schurz HS has been proactively putting systems in place to provide for multiple translation venues to accommodate our high Spanish speaking parent population.
- Our Bilingual lead teacher runs Saturday programs in ESL and technology for parents.
- Grade specific work shops are held for parents on Saturdays focusing on the importance of staying on track to graduate, GPA, and what it really means to be college-ready.
-Parents of Senior students are engaged in making sure their children have productive and successful senior years.
Mandatory Annual parent meeting to inform parents about the tittle I budget and also to form the PAC and BAC. During this meeting the committees and the members are selected. These meetings are conducted in both Spanish and English
- The PAC and BAC meet once a month to keep parents informed of all school activities and how they become involved. These meetings are conducted in both Spanish and English.
- At the meetings we offer workshops related to: Financial Aid, personal finances, how to help and deal with a teenager, DACA, etc.
- The school offers Saturday ESL workshops to parents who want to learn English in order to be of a support in their child learning process
- The school offers Saturday Technology classes to parents so they can check on their child's progress and also help their children complete assignments
- The school offers Saturday Spanish Classes for the parents who would like to learn the second language that most of our students speak.
- All of the meetings are announced on the school website, the marquee, the monthly calendar, automated calls and personal calls. The announcements are all made in both languages English and Spanish.
- Parents are offered volunteer opportunities in the school.
- Parents participate in field trips at the end of each semester where they have the opportunity of knowing about what their child is learning
- Parents are offered the opportunity to participate in conferences related to their child's education

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

School Excellence Framework Priorities

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

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

Goals

Required metrics (Highschool)

<div align="right">7 of 13 complete</div>

	2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
My Voice, My School 5 Essentials Survey				
Move from Partially Organized to Moderately Organized for 2016-2017 and Organized for 2017-2018; continuing to raise awareness of the impact of the 5 Essentials survey	(Blank)	(Blank)	(Blank)	(Blank)
National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	13.00	(Blank)	(Blank)	(Blank)
African-American National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	10.00	(Blank)	(Blank)	(Blank)
Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	13.00	(Blank)	(Blank)	(Blank)
English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	(Blank)	(Blank)	(Blank)	(Blank)
Diverse Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	7.00	(Blank)	(Blank)	(Blank)
National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments				
(Blank)	18.00	(Blank)	(Blank)	(Blank)
Freshmen On-Track Rate				
Freshman Focus, MTSS, interventions, administrative-teacher joint review of failure rate - With an intensive monitoring of data and focus on skill development, our FoT will increase.	65.80	69.10	85.00	88.00
4-Year Cohort Graduation Rate				
MTSS, targeting on-track rate, targeting attendance interventions, targeting post-secondary advising & career counseling, credit recovery - By implementing a 4-year plan, students are exposed to post-secondary opportunities beginning their freshman year. This will provide access and information to prepare for life beyond high school.	70.30	63.20	65.00	70.00
1-Year Dropout Rate				
targeting at-risk students, MTSS, restorative justice, better tracking of transfers out - By tracking students we can intervene earlier and create individual student plans for achievement.	2.30	5.70	4.50	4.00
College Enrollment Rate				

| developing a 4-year extensive advising post-secondary plan | 49.80 | 42.40 | 47.00 | 55.00 |

College Persistence Rate

| developing a 4-year extensive advising post-secondary plan | 61.70 | 51.00 | 55.00 | 60.00 |

Average Daily Attendance Rate

| MTSS, home visits, Tier 1 interventions - Our Tier 1 interventions include Student Contracts and biweekly DOG Reports that allow students to track attendance and eligibility. | 85.90 | 87.80 | 89.00 | 90.00 |

Custom metrics

0 of 0 complete

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

Strategies

Strategy 1

If we do...	...then we see...	...which leads to...
create an extensive 9-12 plan that develops post-secondary awareness and promotes a college going culture within the school community.	1.) students leave high school with the knowledge, academic skills, and social skills necessary for success in college and careers. 2.) students with a clear plan for their post-secondary destinations, whether in college, apprenticeship training, or work.	1.) an increase in college enrollment and persistence rates. 2.) an improvement in responses to 5 Essentials/MVMS survey.

Tags:
College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers

Area(s) of focus:
2

Action step ❸	Responsible ❸	Timeframe ❸	Evidence for status ❸	Status
Form a post-secondary advising team to develop the 9-12 plan which includes the post-secondary coach, grade level teachers, admin, counselors, AVID, CTE.	post-secondary coach & admin	Mar 2, 2016 to Mar 31, 2016	Not started	Not started

College Access and Persistence

| Post-secondary team reviews available data and develops a data collection plan to identify specific targets for improvements in our post-secondary advising program | post-secondary coach & admin | Apr 8, 2016 to Apr 8, 2016 | Not started | Not started |

College Access and Persistence

| Data collection | post-secondary team | Apr 8, 2016 to May 16, 2016 | Not started | Not started |

College Access and Persistence

Post-Secondary Team convenes to report out on data collected, identify patterns and trends, and begin development of a well-rounded, inclusive post-secondary advising plan.	post-secondary team	May 16, 2016 to May 27, 2016	Not started	Not started

College Access and Persistence

Team finalizes plan and shares with school staff.	post-secondary team	Jun 3, 2016 to Jun 10, 2016	Not started	Not started

College Access and Persistence

Team presents key aspects of plan to staff during development days and previews/highlights targets and work for next year.	post-secondary team	Jun 13, 2016 to Jun 20, 2016	Not started	Not started

College Access and Persistence

Post-Secondary Planning during Staff Development Days with focus on post-secondary/college in classrooms for all grade levels.	post-secondary team	Aug 29, 2016 to Sep 2, 2016	Not Started	Not started

College Access and Persistence

Learning Walk 1 - Evidence of plan collection	post-secondary team	Oct 2, 2016 to Oct 14, 2016	Not Started	Not started

College Access and Persistence

Learning Walk Evidence Review	post-secondary team	Oct 17, 2016 to Oct 21, 2016	Not Started	Not started

College Access and Persistence

PS Team reports out to staff findings from learning walk (clusters?). Glows and Grows	post-secondary team	Oct 24, 2016 to Oct 28, 2016	Not Started	Not started

College Access and Persistence

Learning Walk 2 -Evidence of plan collection	post-secondary team	Jan 9, 2017 to Jan 20, 2017	Not Started	Not started

College Access and Persistence

Evidence Review	post-secondary team	Jan 23, 2017 to Jan 27, 2017	Not Started	Not started

College Access and Persistence

Full Faculty workshop/planning sessions during Q2 staff development days.	post-secondary team	Jan 30, 2017 to Feb 3, 2017	Not Started	Not started

College Access and Persistence

Q3-Q4 Learning Walks, Evidence Review, Feedback to Staff	post-secondary	Feb 1, 2017 to May 27, 2017	Not Started	Not started

College Access and Persistence

Strategy 2

If we do...	...then we see...	...which leads to...
create a thorough year long plan for professional learning that is focused with high expectations for staff and students motivating the entire school community to continue striving for success for every student	teachers observe each other's practice, reviewing assessment data, implementing instructional strategies presented in professional learning opportunities	1. improvement in 5 Essentials data on Effective Leaders and Collaborative Teachers 2. inclusion of elements of PD in unit planning

Tags:
Professional Learning, Instructional Coaching, ILT, Instructional practices, Professional development, Vision, Data analysis, Learning walk, Peer observation, Collective responsibility, Collaborative teachers, Unit planning

Area(s) of focus:
1

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Defining Roles of teacher leadership teams, including ILT and Course Teams	Admin, Curriculum Coordinator, Course Teams, ILT	Apr 8, 2016 to Apr 8, 2016	Not started	Not started

Teacher Teams/Collaboration, ILT, Leadership

Use the current ILT to create a draft of the school's shared vision and plan, with a focus on CIWP	Admin, Curriculum Coordinator, ILT	Apr 29, 2016 to Jun 16, 2016	Not started	Not started

Climate and Culture, ILT

Select and develop the ILT for the 2016-2018 school years	Admin, Curriculum Coordinator	Apr 8, 2016 to May 5, 2016	Not Started	Not started

ILT

Admin and ILT meet to determine target goals and plan yearlong PD	Admin & ILT	May 12, 2016 to Aug 29, 2016	Not Started	Not started

Data Use, ILT, Cycles of professional learning

Plan the roll-out of shared school vision - consistently use informal and formal opportunities to champion and articulate the vision - alignment and accountability	PBIS, ILT, & Admin	May 2, 2016 to Aug 15, 2016	Not Started	Not started

Climate and Culture, ILT, Trust, Pbis

Principal Advisory Cabinet that meets bi-weekly (representative members from each student support team meet to discuss school progress and next action steps)	Admin	Sep 12, 2016 to Jun 23, 2017	Not Started	Behind

Climate and Culture, Leadership, Data, Aligned resources

Strategy 3

If we do...	...then we see...	...which leads to...
create and implement a tiered system of academic and social-emotional supports for all students.	Effective teaming around academics, behavior and attendance which includes	Improvement on the following metrics: 1.) Attendance Rates 2.) FoT Rates 3.) Class Success Rates 4.) Discipline infractions 5.) 5 Essentials Results

Tags:
MTSS, Attendance, Pbis, Social emotional, Feedback, Student council, Data tracking, Freshman on-track, Discipline, Student achievement, Behavioral health team, Culture and climate

Area(s) of focus:
3

Action step ❓	Responsible ❓	Timeframe ❓	Evidence for status ❓	Status
Combine existing PBIS/BHT/Student Council/Intervention Teams into a School Culture and Climate Team.	Admin and Team Members	select	*(Blank)*	Not started

Attendance, Behavior and Safety, Climate and Culture, Pbis

Culture and Climate team meets bi-weekly to review data, plan actions steps, monitor implementation, and feedback to staff	Teams	select	*(Blank)*	On-Track

Attendance, Behavior and Safety, Climate and Culture

ILT engages in cycles of work around problem of practice which target Tier 1 strategies	ILT	select	*(Blank)*	On-Track

Academics

Establish Tier 2/ Tier 3 MTSS Academic Team.	Admin	select	*(Blank)*	Not started
Tier 2 / Tier 3 Academic Team meets bi weekly to review students who have been identified by course teams as needing academic support beyond the classroom.	MTSS Academic Team	select	*(Blank)*	Not started

Curriculum, Data, Academic

Course Teams meet weekly to review student performance data and refer students to the MTSS team.	Teachers and Teams	select	*(Blank)*	On-Track

Assessment, Cycles of professional learning, Academic

MTSS Team engages in quarterly reviews	MTSS Team	select	*(Blank)*	Not started

Data, Academic

Action Plan

District priority and action step	Responsible	Start	End	Status
✚ Form a post-secondary advising team to develop the 9-12 plan which includes the post-secondary coach, grade level teachers, admin, counselors, AVID, CTE. Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary coach & admin	Mar 2, 2016	Mar 31, 2016	Not started
✚ Post-secondary team reviews available data and develops a data collection plan to identify specific targets for improvements in our post-secondary advising program Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary coach & admin	Apr 8, 2016	Apr 8, 2016	Not started
✚ Data collection Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	Apr 8, 2016	May 16, 2016	Not started
✚ Post-Secondary Team convenes to report out on data collected, identify patterns and trends, and begin development of a well-rounded, inclusive post-secondary advising plan. Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	May 16, 2016	May 27, 2016	Not started
✚ Team finalizes plan and shares with school staff. Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	Jun 3, 2016	Jun 10, 2016	Not started
✚ Team presents key aspects of plan to staff during development days and previews/highlights targets and work for next year. Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	Jun 13, 2016	Jun 20, 2016	Not started
✚ Post-Secondary Planning during Staff Development Days with focus on post-secondary/college in classrooms for all grade levels. Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	Aug 29, 2016	Sep 2, 2016	Not started
✚ Learning Walk 1 - Evidence of plan collection Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	Oct 2, 2016	Oct 14, 2016	Not started
✚ Learning Walk Evidence Review Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	Oct 17, 2016	Oct 21, 2016	Not started
✚ PS Team reports out to staff findings from learning walk (clusters?). Glows and Grows Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	Oct 24, 2016	Oct 28, 2016	Not started

District priority and action step	Responsible	Start	End	Status
✚ Learning Walk 2 -Evidence of plan collection Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	Jan 9, 2017	Jan 20, 2017	Not started
✚ Evidence Review Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	Jan 23, 2017	Jan 27, 2017	Not started
✚ Full Faculty workshop/planning sessions during Q2 staff development days. Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary team	Jan 30, 2017	Feb 3, 2017	Not started
✚ Q3-Q4 Learning Walks, Evidence Review, Feedback to Staff Tags: College Access and Persistence, Academic, Parental involvement, Post secondary supports, Post secondary, Academic expectations, Naviance, Access, College enrollment, College and careers, College Access and Persistence	post-secondary	Feb 1, 2017	May 27, 2017	Not started
✚ Defining Roles of teacher leadership teams, including ILT and Course Teams Tags: Professional Learning, Instructional Coaching, ILT, Instructional practices, Professional development, Vision, Data analysis, Learning walk, Peer observation, Collective responsibility, Collaborative teachers, Unit planning, Teacher Teams/Collaboration, ILT, Leadership	Admin, Curriculum Coordinator, Course Teams, ILT	Apr 8, 2016	Apr 8, 2016	Not started
✚ Use the current ILT to create a draft of the school's shared vision and plan, with a focus on CIWP Tags: Professional Learning, Instructional Coaching, ILT, Instructional practices, Professional development, Vision, Data analysis, Learning walk, Peer observation, Collective responsibility, Collaborative teachers, Unit planning, Climate and Culture, ILT	Admin, Curriculum Coordinator, ILT	Apr 29, 2016	Jun 16, 2016	Not started
✚ Select and develop the ILT for the 2016-2018 school years Tags: Professional Learning, Instructional Coaching, ILT, Instructional practices, Professional development, Vision, Data analysis, Learning walk, Peer observation, Collective responsibility, Collaborative teachers, Unit planning, ILT	Admin, Curriculum Coordinator	Apr 8, 2016	May 5, 2016	Not started
✚ Admin and ILT meet to determine target goals and plan yearlong PD Tags: Professional Learning, Instructional Coaching, ILT, Instructional practices, Professional development, Vision, Data analysis, Learning walk, Peer observation, Collective responsibility, Collaborative teachers, Unit planning, Data Use, ILT, Cycles of professional learning	Admin & ILT	May 12, 2016	Aug 29, 2016	Not started
✚ Plan the roll-out of shared school vision - consistently use informal and formal opportunities to champion and articulate the vision - alignment and accountability Tags: Professional Learning, Instructional Coaching, ILT, Instructional practices, Professional development, Vision, Data analysis, Learning walk, Peer observation, Collective responsibility, Collaborative teachers, Unit planning, Climate and Culture, ILT, Trust, Pbis	PBIS, ILT, & Admin	May 2, 2016	Aug 15, 2016	Not started
✚ Principal Advisory Cabinet that meets bi-weekly (representative members from each student support team meet to discuss school progress and next action steps) Tags: Professional Learning, Instructional Coaching, ILT, Instructional practices, Professional development, Vision, Data analysis, Learning walk, Peer observation, Collective responsibility, Collaborative teachers, Unit planning, Climate and Culture, Leadership, Data, Aligned resources	Admin	Sep 12, 2016	Jun 23, 2017	Behind
✚ Combine existing PBIS/BHT/Student Council/Intervention Teams into a School Culture and Climate Team. Tags: MTSS, Attendance, Pbis, Social emotional, Feedback, Student council, Data tracking, Freshman on-track, Discipline, Student achievement, Behavioral health team, Culture and climate, Attendance, Behavior and Safety, Climate and Culture, Pbis	Admin and Team Members			Not started
✚ Culture and Climate team meets bi-weekly to review data, plan actions steps, monitor implementation, and feedback to staff Tags: MTSS, Attendance, Pbis, Social emotional, Feedback, Student council, Data tracking, Freshman on-track, Discipline, Student achievement, Behavioral health team, Culture and climate, Attendance, Behavior and Safety, Climate and Culture	Teams			On-Track

District priority and action step	Responsible	Start	End	Status
✚ ILT engages in cycles of work around problem of practice which target Tier 1 strategies Tags: MTSS, Attendance, Pbis, Social emotional, Feedback, Student council, Data tracking, Freshman on-track, Discipline, Student achievement, Behavioral health team, Culture and climate, Academics	ILT			On-Track
✚ Establish Tier 2/ Tier 3 MTSS Academic Team. Tags: MTSS, Attendance, Pbis, Social emotional, Feedback, Student council, Data tracking, Freshman on-track, Discipline, Student achievement, Behavioral health team, Culture and climate	Admin			Not started
✚ Tier 2 / Tier 3 Academic Team meets bi weekly to review students who have been identified by course teams as needing academic support beyond the classroom. Tags: MTSS, Attendance, Pbis, Social emotional, Feedback, Student council, Data tracking, Freshman on-track, Discipline, Student achievement, Behavioral health team, Culture and climate, Curriculum, Data, Academic	MTSS Academic Team			Not started
✚ Course Teams meet weekly to review student performance data and refer students to the MTSS team. Tags: MTSS, Attendance, Pbis, Social emotional, Feedback, Student council, Data tracking, Freshman on-track, Discipline, Student achievement, Behavioral health team, Culture and climate, Assessment, Cycles of professional learning, Academic	Teachers and Teams			On-Track
✚ MTSS Team engages in quarterly reviews Tags: MTSS, Attendance, Pbis, Social emotional, Feedback, Student council, Data tracking, Freshman on-track, Discipline, Student achievement, Behavioral health team, Culture and climate, Data, Academic	MTSS Team			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 approced plan, developed in consultation with teachers, administrators, and other appropriate personnel, and parents of thes tudents attending the attendance center.
3. The attendance center's plan is approved by the LSC and CPS.
4. SGSA funded activities fall within the allowable program categories: early childhood education, reduced class size, enrichment programs, remedial assistance, attendance improvement, and other educationally beneficial expenditures which supplement the regular programs as determined by the illinois state board of education.
5. SGSA Funds supplement and do not suppland non-categorical and other categorical funds allocated to the attendance center.
6. SGSA funds are supporting only those activities specified in the school's approved plan/amendment.
7. SGSA funds are not used for capital expenditures. 8. SGSA funds are not used for any political or lobbying activities by the attendance center.

NCLB Program

◉ NCLB Schoolwide Program

(Not available to schools receiving NCLB funds for the first time) [Title 1/SW].

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

○ NCLB Targeted Assistance Program Title I funded staff participate in the school's general professional development and school planning activities. Title I

funded staff assume limited duties that are assigned to similar personnel including duties beyond the classroom, or that do not benefit Title I students, as long as the amount of time spent on such duties is the same proportion of the total work time with respect to similar staff.

○ Non-title school that does not receive any Title funds

Parent Involvement in Targeted Assistance and Schoolwide Programs

☑ I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy   Complete

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

> There is a mandatory meeting in the beginning of the school year that seeks parents involvement in developing this plan.
>
> Also every month there is a "Cafecito" with the principal where BAC and a NCLB PAC meeting.

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

> Mandatory Meeting at the beginning of the year for Parent Input and budgetary allocations.
>
> We offer GED, ESL, Technology, Citizenship, Auto Shop for parents
>
> There is also a mandatory parent meeting (by grade level) to outline student expectations, special activities, and post-secondary planning information.
>
> The two dates were on Tuesday, September 27th
> 6:00 pm informational meeting
> 6:45 pm organizational meeting

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.

> At the beginning of the year, we meet with parents to outline the High School promotion policy, Access Exams, ACT, and PARCC exams and describe the proficiency levels the students are expected to meet.

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

> The Cafecito is also an opportunity for the Administration to immediately respond to any parent suggestions regarding the education of their children.
>
> The Chair of the Parent Advisory Council compiles information and reports to the Local School Council. The concerns/questions get submitted on an agenda to the LSC under New Business. The Local School Council will discuss suggestions.

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.

> The reports of State assessments are provided to students through mailings and individual student meetings.

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.

> A letter is distributed at the beginning of the year to explain the NCLB Highly Qualified status.
>
> This information is also posted on the Schurz website.

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 following information is presented at the first NCLB PAC meeting: Attendance Policy, Parent Portal, Schurz website, Promotion Policy, how to read a Report Card, Assessment Information

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.

> NCLB Parent workshops & ESL classes on Saturdays
>
> There is also a mandatory parent meeting (by grade level) to outline student expectations, special activities, and post-secondary planning information.

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.

> Advisory teachers call all students to remind students of the first day of school. We want to begin a monthly newsletter that informs parents of Schurz events, special topics, successes and opportunities, and post-secondary stuff.

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.

> N/A

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.

> Every document that we issue is written in both English and Spanish, as well as posted on the Schurz website. Robo-caller messages are in both Spanish and English and parent meetings are bilingual. We also provide translation services for teachers who need to call home.

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.)

> Carl Schurz High School will provide supportive academic programs for all our students. Each course curriculum will incorporate varied instructional approaches that address diverse learning styles and support the social-emotional growth of our multicultural population. The educational environment will focus on the improvement of reading, writing, math and the integration of technology across all content areas. By involving all stakeholders in the learning process, Schurz High School will graduate students prepared to succeed in our global 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.

> Schurz will hold Open House for Parent Teacher conferences two times a year. They will take place on November 10, 2016 and April 20, 2017.

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

> Students receive biweekly DOG Reports (Discipline, On-Time/Attendance, Grades)
> 5-week Progress Reports are mailed home
> Bilingual students receive report cards in English/Spanish

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

> Parents can contact the school via phone or email to request a conference at a mutually agreeable time.

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.

> The school has an open door policy. Parents can come into classes to volunteer, observe classroom activities, or chaperone a field trip.

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

The Parent Portal gives parent access to attendance and grades. Parents should encourage students to attend the Academic Support Center and tutoring after school. Freshman Focus also offers additional intensive support for students struggling in their 9th grade classes.

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

The school has an open door policy. Parents can meet with their student's counselor, the school programmer, and the administration to provide feedback in decisions relating to the education of their children.

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

There is a Student Contract that all students and parents sign at the beginning of each school year outlining student expectations. The monthly PBIS (Positive Behavior Intervention System) assemblies promote good attendance, positive attitude, and school preparation with daily reinforcement in the classroom.

Parent Budget   Complete

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

To create a partnership with our parents by supporting their learning needs via ESL, technology, and Spanish courses on Saturdays. By providing these services to parents we increase student achievement because parents become more involved and thus can begin to help support the students at school.

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

Account(s)	Description	Allocation	
51130, 52130	**Teacher Presenter/ESP Extended Day** For Teacher presenter, ESP Extended Day, please remember to put money on the benefits line. Non-Instructional pay rate applies.	$ 11376	.00
53405	**Supplies** In addition to supplies for parent program, please use this account to also purchase books for parents only. Use this account for equipment with a per unit cost of less than $500.	$ 132	.00
53205	**Refreshments** Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	$ 750	.00
54125	**Consultants** For Parent Training Only. Consultant must have a CPS vendor number and paid with a Purchase Order after service is rendered (NO CHECKS ARE ALLOWED)	$ 0	.00
54505	**Admission and Registration Fees, Subscriptions and memberships** For Parents use only.	$ 400	.00
54205	**Travel** Buses for Parents use. Overnight Conference travel- schoolsmust follow the CPS Tracel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	$ Amount	.00
54565	**Reimbursements** Allocation CAN NOT EXCEED 25% OF THE Parent Budget. All Parent Reimbursements related to Title 1 Parent Involvement must be paid from this account. Receipts must be clear unaltered and itemized. School must keep all receipts.	$ 0	.00
53510	**Postage** Must be used for parent involvement programs only.	$ 0	.00

| 53306 | **Software**
Must be educational and for parent use only. | $ | 0 | .00 |
| 55005 | **Furniture and Equipment**
Must have a parent room or a secure place to keep furniture/equipment. Cannot be placed in the main office or where staff and students have access too. To by used only by parents. | $ | 0 | .00 |