



2016-2018 plan summary

Team

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Team meetings

Date	Participants	Topic
01/08/2016	Principal, APs, Sped. Dept. Chair	CIWP Intro
01/14/2016	Principal, Sped. Dept. Chair	CIWP Calendar, Membership, Next Steps
02/03/2016	All Role Members Present	Evidence Collection
02/24/2016	All Role Members Present	Evidence Review
03/02/2016	All Role Members Present	Focus Area Vote, Create Subcommittees
03/11/2016	Principal, Sped. Dept Chair, LSC President, PAC	Relational Trust Subcommittee
03/16/2016	Advanced Placement/Classroom Instructor, ILT Lead,Bilingual/ Classroom Instructor	Rigorous Student Tasks Subcommittee
03/30/2016	Advanced Placement/Classroom Instructor, ILT Lead,Bilingual/ Classroom Instructor	Rigorous Student Tasks Subcommittee
03/10/2016	Post-Secondary/ Classroom Instructor, Counseling, Assistant Principal	Culture for Learning Subcommittee
03/24/2016	Post-Secondary/ Classroom Instructor, Counseling, Assistant Principal	Culture for Learning Subcommittee
04/11/2016	Principal, AP's, Sped Dept. Chair	Metric Subcommittee
04/14/2016	PAC Chair, Sped Dept.Chair	Parent Plan
04/27/2016	Sped Dept. Chair, Post-Secondary, Advanced Placement	Subcommittee Lead Meeting
05/06/2016	Steinmetz Staff	Overview of the CIWP, followed by feedback from the staff

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.

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Steinmetz is moving in the direction of becoming a truly community-based high school that serves Belmont-Cragin students, parents and community members. The school has actively tried to develop closer ties to faith based and community based organizations including finding a university partner. The School Vision is being revised now. The principal has shared it with LSC, staff, and ILT. Students, teachers are being included in the development of a school-wide Targeted Instructional Area. Our process for choosing a TIA included engagement of the whole staff and involved students as well. The back-and-forth flow of thinking and communicating between the ILT and the whole staff encompassed a span of nearly 20 months and required to adequately analyze multiple data sets. We are working on moving towards including parents and community members in the future as we embark on the Cycles of Professional Learning, once our Powerful Instructional Practice is determined. We envision Learning Walks where students, parents, staff, and community members learn from the amazing work classroom teachers are doing in our targeted instructional area of Problem Solving. The LSC is fully functional and meets every month. The Alderman of the 36th ward is a community rep to the LSC. Steinmetz is developing partnerships with Robert Morris University, PCC Wellness, and Community-based partnership with NWSHC. Professional learning opportunities facilitated by the ILT/Principal have connected to a variety of topics aligned to the instructional vision and expectations of the Principal. These include, but are not limited to, balanced grading/assessment practices, and technological trainings, inclusive classroom practices for English Learners, Backward Design stages 1-3, restorative discipline and best attendance practices, data-based decision making in determining our Targeted Instructional Area. Steinmetz is realigning school resources to meet demographic needs of students by providing more support for EL students and Diverse Learners. The school is hosting community fairs and open houses. The school also hosts Belmont-Cragin Quality of Life Meetings and promotes parent/community participation. Steinmetz also hosted the 36th ward Community Participatory Budget meetings and has established a partnership with NCS involving ILT training and professional development. There was also an established partnership with the Chicago Public Education Fund (College Cafe). There was a Parent Resource Room added to Steinmetz and the team is in talks to bring a CPS Parent Univ. to Steinmetz. We need to develop better ties to the businesses in the community and work on marketing and branding opportunities involving the school. We need to develop better ways of sharing out with the entire community all the positive things happening at the school including student volunteerism and service learning for the community. This includes the need for business internships.

Guide for Leadership & Collective Responsibility

- **Set the direction and create a sense of purpose by building consensus on and implementing a shared vision.**
 - Consider the demographics of the school community in developing a shared vision.
 - Help stakeholders understand the relationship between the school's vision and their initiatives and priorities.
 - Consistently use informal and formal opportunities to champion and articulate the vision.
 - Act in ways that consistently reflect the school's core values, beliefs, and priorities in order to establish trust.
 - Ensure the school's identity, vision, and mission drive school decisions.
- **Inspire a culture of collective responsibility for the success of ALL students in the whole school (not solely teacher's own students).**
- **Empower others to make or influence significant decisions.**
 - Build shared leadership structures and opportunities for job-embedded leadership training and development.
 - Capitalize on the leadership skills of others.
 - Constantly listen and synthesize what is heard, and learn from all sources.
- **Employ the skills to effectively manage change.**
 - Master skills associated with large-scale strategic planning processes and implementation of such plans.
 - Steer through the challenges associated with making improvements, both large and small.
- **Create and sustain a coherent instructional program (coordinated and consistent) with learning goals.**
- **Use the CPS Framework for Teaching to ground instructional guidance and coaching.**
 - Model ambitious goals for teaching and learning for all students, including priority groups.
 - Draw from the best available evidence to inform instructional improvement decisions.
- **Enable staff to focus and prioritize what matters most.**
 - Buffer staff from external distractions to the school's priorities and goals.
 - Limit school improvement goals to a few high leverage activities.
 - Prioritize teaching challenging content, engaging students in learning, rigor and ways to raise achievement.

Evidence, Measures, and Standards

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

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.

The ILT has representatives from all aspects of the school community. All stakeholders have been invited to ILT meetings on a continuous basis. This includes teachers from a wide variety of departments and grade levels. Also included are administrators, Bilingual teachers and teachers of Diverse Learners. The ILT conducts weekly cluster meetings for the school-wide community. The ILT asks for feedback from whole-school community at all cluster PD meetings and regularly reflects on their own processes. As documented in "SCP's Journey to the TIA: Where We Are and How we Got Here-August 2014-Feb 2016," our TIA selection process was intentional, data-based, and democratically driven, based on what educators and students themselves perceived as the most significant gaps within SCP's current instructional program. The schools targeted instructional area was realized after a researched based journey that included professional reading, robust whole-school data from the Practice Based Inquiry visit, looking at student work conversations, and a student survey about teaching and learning. We currently define problem solving as students working collaboratively and independently to identify a problem, determine obstacles to solutions, use applicable strategies to solve the problem, articulate the solution and support it with evidence. The ILT has been focused on qualitative and quantitative data for the development of the TIA, but will be shifting focus to include more classroom data information that will guide the direction of the TIA in the future.

Guide for Instructional Leadership Team

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

Evidence, Measures, and Standards

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

Professional Learning:

Professional Learning includes sufficient time, support, and 'safe practice' space to internalize new knowledge to change practice and

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beliefs. Adults persevere in collaboration with their colleagues to innovate and improve implementation of new practices.

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The professional learning environment during Cluster PD's have been more consistent. They are scheduled for Friday's and have been consistently productive and provide open and honest feedback to the presenters. They address a variety of issues for school wide improvement, and build on the feedback of the staff. Examples of professional learning topics include restorative justice, post-secondary, instruction, TIA, discipline, teacher reflection and voice, and English Language Learners. Additional professional learning opportunities include development around balanced grading/assessment practices, technology, Backward Design, restorative discipline, positive attendance practices, data-based decision making in determining our targeted Instructional Area. All staff is expected to attend one of the cluster professional development opportunities and sign in sheets are kept for increased accountability.

Guide for Professional Learning

- **Select and design professional learning (PL) to achieve school-wide improvement, including closing priority group achievement gaps.**
 - Use data to identify performance and practice gaps to inform PL plan.
 - Use research about best practices to identify potential learning and subject matter experts to support.
 - Solicit feedback from staff to inform selection of PL opportunities.
 - Provide PL relevant to the cultural and linguistic needs of students.
 - Provide both whole staff and differentiated PL to individual teacher levels.
- **Implement and sustain on-going, job-embedded professional learning (PL) (e.g. coaching, peer learning opportunities, action research)**
 - Recommend and/or provide PL opportunities directly related to individuals' specific areas of need and professional growth goals.
 - Encourage staff to broaden networks to bring new knowledge and resources to learning environment.
 - Teachers initiate opportunities for professional growth and proactively seek opportunities to enhance content knowledge and pedagogical skill.
- **Structure time for teachers to collaborate and learn together.**
 - Create schedules and systems to conduct peer observations, and coaching. Reflect on its impact.
 - Teachers provide and accept collegial support and feedback to/from colleagues.
 - Teachers participate in and facilitate professional inquiry in teams to advance student learning.
- **Make 'safe practice' an integral part of professional learning.**
 - Allow teachers ample time to try new strategies, refine skills, grapple with implementation problems, and share knowledge and experience.
 - Provide support that addresses the specific challenges of changing classroom practice. Provide coaching/mentoring support to validate continuing to work through struggles.
- **Monitor implementation to ensure staff uses new knowledge to improve practice and it is having the desired effect on practice and student outcomes.**
 - Conduct frequent non-REACH observations to provide coaching and actionable feedback.
- **Provide induction and support for new teachers.**
 - Assign each new teacher a mentor who is skilled in pedagogy and is an open, collaborative colleague.
 - Schedule a series of 'learning experiences' for new teachers that helps them navigate important initiatives (e.g. REACH) and provides information on school specific goals and resources.

Evidence, Measures, and Standards

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

Aligned Resources:

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

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Based on the analysis of teacher and staff schedules, most teachers have experienced consistency in scheduling in a given year. The average years of service has remained fairly stable over the past 3 years and the average daily attendance rate for the staff is above 90%. 86% of teachers agree there is consistency in curriculum, instruction, and learning materials among teachers in the same grade level at this school.

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
Measures	✓ Budget analysis and CIWP
	✓ Five Essentials
Five Essentials	Effective Leaders
	Collaborative Teachers
CPS Framework for Teaching	4a. Reflecting on Teaching & Learning
	4e. Demonstrating Professionalism
CPS Performance Standards for School Leaders	A3. Allocates Resources to Support Student Learning, Prioritizing Time
	B4. Hires and Retains Highly Effective Teachers

Expectations for depth & breadth of Student Learning

4 of 4 complete

Curriculum:

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

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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.

There is no evidence of pacing guides for TCTs. Neither do Curriculum Maps exist, despite a base of submitted plans across the core and non-core subjects. There is a wide variety of commitment and alignment to the pacing, some TCTs are aligned and commit, but others are not. There are pockets of resistance to change the way instruction needs to look for students. Conversations are still ongoing about, breadth vs. depth, basic skills vs. particular topics.

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=Y3BzLmVkdXxrY3xneDoyYjIINGI4MmY3YTlxYTgz>), etc.)**
- **Integrate academic and social emotional learning.**
- **Reach outside of the classroom for real world (or simulated) application. For example,**
 - Incorporate web capabilities for interactivity and information sharing.
 - Integrate field-based learning through partnerships with city institutions (e.g. museums (<https://sites.google.com/a/cps.edu/kc/home/teachers/museum-resources>)), colleges, universities, and community based organizations.

Evidence, Measures, and Standards

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

Instructional Materials:

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

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Based on evidence of differentiation taken randomly from unit maps across multiple content areas, it seems that scaffolding and differentiation are taking place in most classrooms throughout the building. Exit slips from past professional development sessions have shown that teachers would like to learn more strategies to better their practice. Teachers use multiple external sources to compliment incomplete texts in the classrooms. Many teachers report they would find more updated materials useful to their instruction. There is currently a working computer lab for each department. Department chairs have access to these labs and have found ways to have teachers schedule usage through a google document sign out sheet. Every classroom has a teacher computer with the ability to use an overhead projector, although many of these rooms have had some issue with sound volume or quality when trying to use the resources for classroom instruction.

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

Evidence, Measures, and Standards

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

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readiness. (adapted from The Education Trust – Equity in Motion Series)

The faculty used the Cadre protocol to start a dialogue about Bloom’s Depth of Knowledge, which is a tool to look at student work and determine its level of rigor. However, this is at the beginning stages. Based on classroom observations, students surveys, and REACH evaluations level of task complexity has varying levels of consistency. Reviewing examples of student work and observing classes has shown that students write a lot, but what they write is too often of poor quality. Most students’ writing is characterized by fragmented sentences, poorly thought out ideas, redundancy, little originality, poor spelling and incorrect punctuation. Some students do have higher quality writing that exhibits creativity, engages the reader, uses complex sentences, appropriate grammar and spelling. For some, writing flows and students incorporate varied vocab and sentence structures. They can explain their thoughts and ideas and use evidence to support their statements. However, students who write this way are too few. Observing classes, talking with teachers, reviewing completed and ongoing student work, and reviewing classroom assessments leads us to the conclusion that most students across grades and subjects succeed at low level math; yet struggle to articulate, develop or apply their knowledge. They regard math as a task to complete as opposed to an opportunity to struggle with deep conceptual understanding. Students do math computation, solve basic equations, answer questions about data, presenting tables and generate simple graphs. But students struggle with more complicated, multi-step problems. After the initial roll-in of the Common Core State Standards and the subsequent necessary instructional shifts, the ILT began working with the Depth of Knowledge levels (DOK) across the departments within a locally-adapted “Looking at Student Work” protocol entitled CADRE. The DOK levels helped teacher teams- led though ILT conversation- to ask challenging questions about the rigor of the existing curricula and the cognitive demand present through its implementation. This beginning step with DOK on the TCTs will lay the foundation for future work to deepen student thinking and problem solving as we develop in our TIA.

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=11](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=11))). Engage students with important mathematical ideas, not simply receiving knowledge, requiring students to engage in productive struggle.
- **Tasks reflect the key shifts in literacy.**
 - **Complexity:** Tasks reward close reading of complex text; Focus on comprehension of academic language, not obscure vocabulary.
 - **Evidence:** Cite evidence from text and write to sources, not decontextualized prompts.
 - **Knowledge (non-fiction):** Tasks embed reading and writing across disciplines with a variety of literary and informational complex texts and tasks and demonstrate comprehension through speaking, listening.
- **Tasks reflect the key shifts in mathematics.**
 - **Focus:** Tasks reflect a curricular and instructional focus on the major work in (e.g. operational fluency and number sense in K-2).
 - **Coherence:** Multi-grade progressions stress key beginnings (e.g. ratios in 6th grade) and key end points (e.g. fluency with multiplication in 3rd);
 - **Rigor:** Problems require construction of mathematical reasoning and critiques of other possible solutions.
- **Provide opportunities for students to create authentic work for real audiences (beyond the teacher) to motivate them to meet standards and engage in critique and revision.**
- **Examine student work to identify and showcase the qualities of strategic thinking that are both rich in content and relevant for students.**
 - Analyze models with students to build a vision of quality.
 - Use protocols to collectively reflect regularly on the level of cognitive demand asked of students across the school, particularly priority group students, to think strategically as speakers, listeners, readers, and writers.
 - Analyze student work samples as part of professional learning to best support students’ attainment of quality work and standards.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Cross-section of student work from a variety of content areas ✓ Observation of student learning (e.g. learning walks/walkthroughs) ✓ Focus group(s) and discussions with students
Measures	<ul style="list-style-type: none"> ✓ SQRP Attainment and Growth
Five Essentials	Ambitious instruction
CPS Framework for Teaching	<ul style="list-style-type: none"> 1d. Designing Coherent Instruction 2b. Establishing a Culture for Learning 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Transitions, College & Career Access & Persistence:

Score

1 2 3 4

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

The post-secondary team at Steinmetz consists of an administrator, a counselor, a college and career lead, and the senior seminar teachers. The group has set goals that align with our metrics and ISBE standards. New systems and action plans have been implemented to accomplish those goals. Senior seminar is currently the driving force of many post-secondary planning efforts. One Goal is also an integral part of the SCP post-secondary component. The four college going metrics used in the decision making process are college exploration, the application process, financial aid, and college persistence. Data suggest that since the introduction of intentional activities revolving the college application process, there has been an increase in the number of students applying to college. The 2014 Enrollment Overtime Report stated that there has been a 2% increase in college enrollment. This brings the total to 50%. The District is at 58%. We are getting closer to the District's trend. Another success for SCP is in the area of College Persistence. 63% of the class of 2013 persisted during their first year of college. The District's is at a persistence rate of 70%. Again, we are not considerably far from the District's average. Aside from the quantitative data revolving around our post-secondary metrics, the 5-Essentials qualitative data reports that 53% agree that all students are encouraged to go to college and 30% strongly agree. The Freshmen Success Team (FST) meets bi-weekly to discuss student data, strategies, plan events and interventions for the Freshmen Grade Level. Every 5 weeks, or as needed, the Freshmen Grade Level meets as a team to discuss student data, events and concerns. On a weekly basis Mr. Mendrano, data strategist, generates a Freshmen on Track report which is distributed to all the Freshmen Teachers. Mr. Jaramillo, Assistant Principal, schedules regular meeting with all those teachers who have a passing rate of less than 70%. During those meetings individual teachers and the administrator collaborate and discuss the difficulties of each student who is failing, what interventions they are using, the status of the interventions, and brainstorm new interventions and modifications. In addition, the data strategist, assistant principal and other key members of the Steinmetz team meet with the University of Chicago's Network for College Success (NCS). During those meetings data is analyzed, best practices are shared, goals set and planning takes place. The support of NCS for the Freshmen group is essential to the success of not only the Freshmen but also student groups who are historically underserved such as ELL and SPED students.

SOT

Our 2015-16 SOT goal is 70%. Currently as of the 33rd week we are at 55%. This is up 9% from week thirty. While we are not at our goal we continue to make strides towards it. It is our expectation to reach our goal by the end of the school year. To ensure that we do, we have implemented the following interventions: weekly SOT meetings with 10th grade teachers to discuss SOT and individual students. This grade level meeting takes place every Wednesday. We also run weekly SOT reports which list every teacher's SOT rate, and shows which students are failing. Those teachers who have a less than 70% passing rate are required to fill an individualized student report. The report asks specific questions, for example, what skill or standard is the student deficit at? Was the parent contacted? Has you initiated a conference with the school counselor? What action steps will be taken in the upcoming week to ensure that the student is back on track? Another thing we do is refer those students who are failing to after school tutoring with DEY. Regarding grades, every category and weight is uniform by department and we are currently developing a school-wide retake and redo policy.

Guide for Transitions, College & Career Access & Persistence

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

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

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Data on college visits and college fair information ✓ Naviance Monthly Data ✓ Scholarships earned ✓ Artifacts, plans, or timelines related to successful transitions structures ✓ To & Through data
Measures	<ul style="list-style-type: none"> ✓ College Enrollment, Persistence, Drop Out, and Attendance Rates ✓ Early College and Career Credentials
Five Essentials	Ambitious Instruction Supportive Environment
CPS Framework for Teaching	2b. Establishing a Culture for Learning
CPS Performance Standards for School Leaders	C1. Creates a Culture that Supports Social Emotional Learning and Effective Effort C2. Builds a culture of high aspirations and achievement for every student.

Expectations for depth & breadth of Quality Teaching

3 of 3 complete

Instruction:

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

Score

1 **2** 3 4

Teachers use multiple types of questioning and instructional techniques in the classroom as evident through unit maps, previous lesson plans, and various examples of classroom activities. Teachers also continue to feel there is a need for professional development to improve in this area. Teachers make clear attempts to communicate the learning objective, directions and procedures and relevance of learning to students. Some teachers report that continued improvement is needed in scaffolding and differentiated instruction. On the 5 Essentials Survey 92% of students reported that they had to rewrite an essay to make necessary corrections at least once or twice a semester. It was also reported that 93% of students used peer collaboration to enhance their own writing at least once or twice a semester. 80% of students reported they had to write in words how they solved math problems. 76% of students reported that they use Math skills in situations outside of the school. 68% of students stated that the classes were challenging them most of them time. Teachers lack uniformity and consistency across similar course teams. SCP students are exhibiting below average growth and attainment. Last year, 9th-11th grade student growth measured in the 18th percentile, and student attainment was in the 22nd percentile

Guide for Instruction

- **Plan a range of effective pedagogical approaches suitable to student learning of the content/skills taught and anticipate student misconceptions.**
- **Effectively communicate with students.**
 - Guide students to articulate the relevance of the objective(s) to learning.
 - Anticipate possible student misunderstanding.
 - Enable students to develop a conceptual understanding of content while making connections to their interests, knowledge, and experience.
 - Enable students to contribute to extending the content by explaining concepts to their classmates.
 - Build on students' language development and understanding of content.
 - Use vocabulary appropriately for students' ages and development. Students contribute to the correct use of academic vocabulary.
- **Use questioning and discussion as techniques to deepen student understanding and challenge.**

- Use a variety of low- and high-level, open-ended, and developmentally appropriate questions to challenge students cognitively, advance high level thinking and discourse, and promote metacognition.
- Use techniques that enable students to engage each other in authentic discussions about content. And, enable students to formulate their own questions and respectfully challenge one another using viable arguments based on evidence.
- Encourage student responsibility for ensuring all voices are heard in the discourse and that all students are listening and responding to questions and answers from their teacher and peers.
- Require students to cite textual evidence to support/develop a claim.
- **Engage students in learning.**
 - Scaffold instruction to ensure all students, including diverse learners and English Learners, access complex texts and engage in complex tasks.
 - Provide targeted supports to individual students or groups of students based on their identified needs.
 - Provide instruction designed to develop language domains for English learners.
- **Monitor the effect of teaching on student learning and integrate formative assessment into instruction.**
 - Monitor progress and check for understanding for individual students.
 - Change instructional practice based on analysis of current data.
 - Use universally designed assessments that allow for multiple pathways for students to demonstrate understanding of the objective(s).
 - Also see *Balanced Assessment*.
- **Persist in adjusting instruction so individual student misunderstandings or advanced needs are successfully accommodated.**
 - Intervene in a timely and effective way to help students who are struggling.
 - When formative assessments show a need for intervention or enrichment, make effective impromptu adjustments that individualize instruction.
 - Use progress monitoring data to trace effectiveness of interventions and student response to intervention.

Evidence, Measures, and Standards

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

Multi-Tiered System of Support:

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

Score

1 2 3 4

Based on Freshman On Track and Sophomore On Track analysis, students are performing better as their progress is being monitored and supports in place for when they struggle. Night and summer school courses are routinely set up and students are highly encouraged to attend in order to attain credit recovery. Students are separated into four categories which are High-Opportunity, Opportunity, Vulnerable and At-Risk (categories established by NCS). High opportunity students are generally students who have A's, good attendance and no discipline issues. Opportunity students generally have A's and B's, relatively good attendance and no discipline issues. Vulnerable students may be in danger of failing a class, or failing one core class, may have some attendance issues, and may have an occasional discipline issue. At-Risk students generally are failing more than one core class, have attendance issue and discipline issues. Interventions are assigned based on specific categories. In addition, after semester I, on the weekly FOT report students are categorized into a watch list. Regardless of the students NCS category, students are grouped in the watch list if they failed one core class during semester I. These students are carefully monitored to make sure they do not fail again second semester. Another core course failure would result in the student being off-track to graduate. Students on this watch list are targeted for specific interventions such as tutoring, group sessions with counselors, one on one check-ins, individualized SWAG (Students Working at Attendance and Grades) reports and close monitoring.

SOT

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Guide for Multi-Tiered System of Support

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

Evidence, Measures, and Standards

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

Balanced Assessment & Grading:

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

Score
1 2 3 4

As evident from the unit maps, course teams use a comprehensive set of assessments including formative and summative assessments to monitor student learning on a frequent basis. Various types of assessment methods are used across most content areas including selected response, constructed response, and through performance based projects. They are designed by the course teams to be aligned with the common core state standards being assessed. Assessment accommodations and modifications are then put into place to ensure that students with disabilities and EL students are able to appropriately demonstrate their knowledge and skills. Course teams also develop and use consistent grading categories within their discipline, however, teams could analyze the assessment results more often to help inform instruction. Teachers are required to enter at least 3 grades per week onto our school wide grading system to keep students motivated and informed of their own progress.

Guide for Balanced Assessment & Grading

- **Use multiple measures (i.e. a range of assessment types and at multiple points in time) to supplement district-centralized assessments with other formative assessments to provide a more comprehensive picture of student learning.**
- **Use screening, diagnostic, and progress monitoring assessment to correctly identify specific gaps and monitor improvement, especially for students receiving Tier 2 and 3 services, in addition to Tier 1 core instruction. (also see MTSS and Instruction)**
- **Make assessments accessible to students, including diverse learners and English Learners through employing features of universal design (<http://www.udlcenter.org/aboutudl/udlcurriculum>) and use of accommodations and, where needed, modifications.**
 - Provide accommodations in presentation (i.e. how assessment text and tasks are presented to students), response (i.e. how students provide their answers), and/or setting/timing (i.e. scheduling/location of assessment).
- **Utilize assessments that reflect the key shifts in literacy and mathematics in teacher created or selected assessments.** (see Rigorous Student Tasks)
- **Utilize assessments that measure the development of academic language for English learners.**
- **Have access to and analyze school-wide, teacher team, and classroom assessment data to determine instructional effectiveness and subsequent learning needs**
- **Improve and promote assessment literacy.**
 - Work together on building common assessments within a department, course, or grade level team.
 - Invest resources in helping teachers evaluate and improve the quality of formative assessments. For example, use the Assessment Design Toolkit (<http://www.csai-online.org/spotlight/assessment-design-toolkit>).
 - Use common protocols and calibrate on scoring and grading in teacher teams.
 - Analyze quality and alignment of assessments and tasks to ensure they meet the expectations of the standards and embed various levels of complexity.
- **Have a grading system that clearly, accurately, consistently, and fairly communicates learning progress and achievement to students, families, postsecondary institutions, and prospective employers.**
 - Ensure that students, families, teachers, counselors, advisors, and support specialists have the detailed information they need to make important decisions about a student's education.
 - Measure, report, and document student progress and proficiency:
 - Against a set of clearly defined cross-curricular and content-area standards and learning objectives collaboratively developed with staff.

- Separately from work habits, character traits, and behaviors, so that educators, counselors, advisors, and support specialists can accurately determine the difference between learning needs and behavioral or work-habit needs. academic mindsets and behaviors (CCSR).
- Ensure consistency and fairness in the assessment of learning, and assignment of scores and proficiency levels against the same learning standards, across students, teachers, assessments, learning experiences, content areas, and time.
- Ensure grades are not used as a form of punishment, control, or compliance.

Evidence, Measures, and Standards

EVIDENCE, MEASURES, AND STANDARDS	
Suggested Evidence	<ul style="list-style-type: none"> ✓ Examples of a variety of teacher created and teacher selected assessments ✓ Units and lesson plans with formative and summative assessments embedded in a long term plan ✓ Evidence of assessment data analysis for the purpose of planning ✓ Assessment calendar ✓ Examples of gradebooks ✓ School's grading policy ✓ Grade distribution reports (course success rates)
Measures	✓ SQRP Attainment and Growth
Five Essentials	Ambitious Instruction
CPS Framework for Teaching	1c. Selecting Learning Objectives 1e. Designing Student Assessment 3d. Using Assessment in Instruction 4a. Reflecting on Teaching & Learning 4b. Maintaining Accurate Records
CPS Performance Standards for School Leaders	B1. Implements Curricular Scope and Sequence and Reviews Instructional Practices

Expectations for Quality & Character of School Life

6 of 6 complete

Culture for Learning:

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

Score

1 2 3 4

Some evidence provided is linked to the Reading Apprenticeship (RA) program. This program has four areas that make up their framework; two of these components are called the personal and social dimensions. When they are combined, these areas foster a classroom of safety which allows for students to recognize and set areas of growth. This allows students to create and maintain a highly functional culture of learning. Currently there are five teachers that have been trained in RA. However, because we have not completed a learning walk as of yet, it is hard to determine the consistency of this culture of learning. The other evidence that was provided show students objectives and learning goals. However, once again, because we do not have weekly lesson plans it is hard to determine how consistent these objectives are in the classrooms themselves.

Guide for Culture for Learning

- **Create a culture that reflects a shared belief in the importance of learning and hard work.**
 - Use strategies to reinforce and cultivate student curiosity.
 - Make learning goals relevant to students, and inspire students to stay committed to their learning goals.
 - Consistently communicate the expectation that all students can achieve at high levels.
 - Utilize strategies to encourage daily and timely attendance.
- **Convey high learning expectations for all students and develop structures that enable practice and perseverance for each individual student.**
 - Clearly display school-wide expectations for academic and personal success throughout the building.
 - Set high expectations according to grade-appropriate learning objectives.
 - Differentiate expectations so all students stretch to not only meet but exceed personal learning goals.
 - Recognize high levels of student achievement. All students receive recognition.
 - Encourage student resilience and hard work.
 - Ensure students feel safe to share misunderstandings and struggles.
- **Encourage students to take ownership and pride in their work where students assume responsibility for high-quality work by persevering, initiating improvements, addressing critiques, making revisions, adding detail and/or helping peers.**

- Students self-assess (e.g. checking own work before giving to teacher) to develop a reflective habit of mind essential for improvement. This ensures students take responsibility for their own learning, focuses attention on criteria for success, and increases effort and persistence.
- **Provide students frequent, informative feedback.**
 - Tell/show students what they have done well (through positive reinforcement) and what they need to do to improve, including clarifying criteria and goals.
 - Give feedback on the task, the processes used to complete the task, and on the student's ability to self-regulate their own learning.
- **Develop academic mindsets and behaviors.**
 - Teach a growth mindset that over time with effort and practice, students can learn and succeed.
 - Encourage students' sense of belonging to the school and classroom community (see Relational Trust).
 - Employ strategies including ongoing monitoring and support of students' academic behaviors.
 - Praise effort and process. For example, "Good job, that must have taken a lot of effort" instead of, "Good job. You must be really smart."

Evidence, Measures, and Standards

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

Relational Trust:

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

Score

1 2 3 4

Steinmetz is trying to move in the right direction but is having some challenges with trust between the Students, Parents, Teachers and Staff. In order to build trust we need to get better on communication as a school. Trust needs to be worked on as a priority to be able to build strong parent engagement and help with Steinmetz students enrollment. Steinmetz has a strong LSC. There is also strong support from the Principal, community partners, community partners, local Alderman, and the NWSHC Youth Coordinator. There are several areas where we have to grow. SCP needs to focus on a lack of communication. There is also a lack of trust between teachers and parents, lack of trust between students and teachers, lack of trust between teachers and administrators, lack of trust between general and diverse Learners, Lack of trust in CPS decisions, and a poor reputation out in the community and at feeders schools. These statements are all based on evidence gathered from a Parent Survey, Teacher/Student Survey, LSC, PAC, 5 Essential Report, My voice My School, and from articles printed in the Steinmetz Star.

Guide for Relational Trust

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

Evidence, Measures, and Standards

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

Student Voice, Engagement, & Civic Life:

Score

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.

1 2 **3** 4

There are 8 sub-areas in the focus area. In four of these sub-areas, data suggests that Steinmetz students and teachers feel students have a voice, are engaged in classroom processes and are developing civic responsibility. There was very little data available for the other four sub-areas: extracurricular/enrichment, access to courses/programming, contributions to school/community and student choice. Due to this lack of data, the even split in sub-areas and the relatively positive feedback for represented sub-areas, the rating for this focus area is also middle of the road: some of these practices are evident for some of the students and/or staff.

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 5 essential survey indicates that the majority of students feel safe in the school classrooms. The 5 essential survey shows that 73% of students feel safe in the hallways. 54% of students feel somewhat or very safe outside the school building around the school. Teachers reported that there needs to be greater consistency in expectations across the school and greater consistency in sanctions for misbehavior. Greater staffing is needed in the discipline office. The school is safe with very few fights which lead to serious injury. The atmosphere needs improvement in terms of welcoming all and demonstrating respect for all students and adults. The schedule and execution of duties by security personnel is effective despite a limited staff.

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:

Score

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

1 2 **3** 4

The Dean utilizes all her resources counselors, social workers, APs, parents and teachers to be proactive and prevent fights and conflicts. The staff has been trained on how to use student logger to build communication between teachers and the discipline office. This system has creating a platform where conversations are happening between all stakeholders before the Dean has to resort to disciplinary action. The Dean and a teacher have created Cotto's corner, which is a conversation that happens every Thursday to help students that are having difficulties. Data from dashboard shows In-school and out-school suspensions have been reduced because of the conversations that are happening.

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

Parent Partnership:

Score

The school develops strong parent partnerships characterized by involving parents in the instructional program, messaging expectations, fostering a better connection between the school and home, and inspiring participation and high levels of collaboration with families. The school provides opportunities for families to volunteer, build its parent community, and support the school's

1 **2** 3 4

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.

Parent involvement at Steinmetz is growing but we acknowledge that there is much work to do. We have systems and structures like the PAC, but we need to focus on turning out higher numbers of parents for school activities. Strengths include a strong LSC, committed parents and community members. Steinmetz has a growing partnership with NWSHC, which will help increase parent engagement.

There is a need for more administrative support and advocacy to build stronger ties between the school and parents. Some of the areas where we need to improve include the lack of a bilingual NCLB Committee, low turnout for PAC meetings, parent recruitment/outreach, poor communication between the school and parents, fundraising, need more school/parent/student activities and momentum, lack of school spirit, and support from school staff to increase parent involvement in school.

Guide for Parent Partnership

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

Evidence, Measures, and Standards

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

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

Goals

Required metrics (Highschool)

7 of 13 complete

My Voice, My School 5 Essentials Survey

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

The relational trust strategies will result in metric improvements in the teacher parent trust component of the 5 Essentials Survey. Positive student involvement in the community will also increase parent awareness of the many strengths of our program. There will also be expected greater internal and external relational trust present within the survey.

(Blank) (Blank) (Blank) (Blank)

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

(Blank)

18.00 (Blank) (Blank) (Blank)

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

(Blank)	7.00	(Blank)	(Blank)	(Blank)
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Hispanic National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

(Blank)	23.00	(Blank)	(Blank)	(Blank)
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English Learner National School Growth Percentile on the EXPLORE, PLAN and ACT Assessments

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

(Blank)	3.00	(Blank)	(Blank)	(Blank)
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National School Attainment Percentile on the EXPLORE, PLAN and ACT Assessments

(Blank)	22.00	(Blank)	(Blank)	(Blank)
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Freshmen On-Track Rate

The upcoming 9th grade teacher schedule is being created to ensure more consistency across freshmen classrooms. These 9th grade teachers will also all be trained in a NCS Reading Apprenticeship Program to ensure consistency across the 9th grade curriculum. Students are being assigned to a common lunch period again this year to create continued collaborative opportunities. Freshmen cohorts will be created to address the needs and skills of various student groupings.	78.80	77.70	90.00	92.00
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4-Year Cohort Graduation Rate

Students consistently participate in grade level town hall meetings where they discuss areas of need pertinent to their year group. These needs range from high school expectations to graduation requirements. Year groups are able to directly hear information specific to patterns observed within their cohort, which is focused on post secondary attainment and driven by post secondary success.	70.10	64.70	67.00	70.00
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1-Year Dropout Rate

Our internal data shows that our Dropout Rate has continually decreased over the last three years. Currently our Dropout Rate is below the district average. We continue to implement a host of academic, social and emotional interventions to ensure that our students graduate on time and on track.	2.00	5.50	3.50	2.00
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College Enrollment Rate

Students and their parents will have ongoing opportunities to learn about college aid through through their Senior Seminar class and periodic FAFSA workshops. There are informational workshops for students with undocumented status. College reference letters have been streamlined through Naviance and students are taking advantage of this technological feature.	49.30	50.10	51.00	52.00
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College Persistence Rate

We will increase academic rigor by creating a professional development sequence that enhances powerful practices. This will allow the staff access to a wider toolkit to support all of our students as they learn necessary post-secondary education skills. Senior Seminar instructors and the One Goal coordinator are also working with the students as they apply to colleges and choose the one that best fits the individual student's needs. Across all grade levels there will be a focus on creating a college going culture.	61.00	62.50	64.00	66.00
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Average Daily Attendance Rate

Tiered attendance interventions will be implemented by the attendance, discipline, and counseling departments. Teachers are going to begin the Step-Out Initiative to encourage students to enter class before the bell rings. Students who enter class before the bell rings are more apt to be motivated to succeed. Student academic success early in the year will translate to greater daily attendance totals as the year progresses.

88.10

88.80

89.50

90.20

Custom metrics

0 of 1 complete

2014-2015 Actual	2015-2016 Actual	2016-2017 Goal	2017-2018 Goal
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Sophomore On Track

(Blank)

(Blank)

65.00

70.00

80.00

Strategies

Strategy 1

If we do...

...then we see...

...which leads to...

If we develop and implement a Math and ELA curriculum aligned to the Common Core State Standards

then we will uniformly determine student growth and achievement

increases in student GPA, higher test scores on PSAT and SAT.

Tags:

Curriculum Design, Common core state standards

Area(s) of focus:

1, 3

Action step ?

Responsible ?

Timeframe ?

Evidence for status ?

Status

Math Dept. will develop curriculum maps and scopes and sequences for Algebra I, Algebra II and Geometry courses, aligned to the CPS math content frameworks and CPS Math Scope and Sequence Document for Guidance.

Math Dept. Chair, Assistant Principal

Jun 27, 2016 to Aug 31, 2016

Algebra I, Algebra II, Geometry Scopes and Sequences, Math Dept. Curriculum Map

On-Track

Scope and sequence, Curriculum map, Vertical alignment, Horizontal alignment

Math Dept. will develop pacing guides for Algebra I, Algebra II and Geometry courses aligned to the scopes and sequences that will allow for 6 - 8 units to be taught in 4 - 6 week intervals.

Math Dept. Chair, Assistant Principal

Jun 27, 2016 to Aug 31, 2016

Algebra I, Algebra II, Geometry Pacing Guides

On-Track

Pacing guide

Math Dept. will develop common five-week assessments for Semester 1 and Semester 2, aligned to pacing guides for Algebra I, Algebra II and Geometry courses.

Math Dept. Chair, Assistant Principal

Jun 27, 2016 to Aug 31, 2016

Common Assessments

Behind

Assessment design, Formative assessment, Summative assessment

Math Dept. will develop common unit plans for Algebra I, Algebra II and Geometry courses.	Math Dept. Chair, Assistant Principal	Jun 27, 2016 to Aug 31, 2016	Unit Plans	On-Track
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Unit plans

Math dept. will develop common syllabi for Algebra I, Algebra II, and Geometry courses, which reflect the differentiation between Honors and Regular courses.	Math Dept. Chair, Assistant Principal	May 1, 2017 to Jun 30, 2017	Syllabi	Postponed
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Syllabi, Course expectations

The English Dept. will revise curriculum maps, common end-of-unit assessments and develop pacing guides for English I, English II, English III, and for English IV courses.	English Dept. Chair, Assistant Principal	Aug 31, 2016 to Nov 30, 2016	English Dept. Curriculum Map, English I, English II, English III, and English IV Pacing Guides	Not started
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Curriculum mapping, Pacing guides

The English Dept. will create scopes and sequences for grammar and writing and will create a department-wide diagnostic writing assessment for the beginning, middle and end of year. Revisions will be made as needed to align scopes and sequences, unit plans, and assessments to the English Department Curriculum Map and course pacing guides.	English Dept. Chair, Assistant Principal	Aug 31, 2016 to Nov 30, 2016	Revised Scopes and Sequences, Unit Plans, Assessments	Not started
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Curriculum Design, Vertical alignment, Horizontal alignment

The English Dept. will develop a Writing for College Readiness Framework that outlines grade level student performance expectations and benchmarks for writing, vocabulary, making claims, and utilizing textual evidence in grades 9-12.	English Dept. Chair, Assistant Principal	Nov 1, 2016 to Jan 25, 2017	Writing for College Readiness Framework	On-Track
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College Access and Persistence, College readiness, Career readiness

The English Dept. will create scopes and sequences for reading. Revisions will be made as needed to align scopes and sequences, unit plans, and assessments to the English Department Curriculum Map and course pacing guides.	English Dept. Chair, Assistant Principal	Aug 31, 2017 to Jun 22, 2018	Reading for College Readiness Framework	Not started
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College Access and Persistence, College readiness, Career readiness

Strategy 2

If we do...

If we coordinate our strategic professional learning sequence to encompass real world classroom experiences and data while engaging teachers in professional development activities that will enhance their use of powerful practices

...then we see...

Then we will see more evidence of the facilitation of rigorous, instructional tasks that reflect a greater cognitive demand and instructional support system. We will also see the staff accessing a wider toolkit that specifically supports all students, including English Learners, Diverse Learners, and high-risk learners.

...which leads to...

which leads to a stronger culture for learning as measured by higher student grade point averages, national school growth and attainment for all student sub groups on PSAT/SAT/PARCC, increases in REACH teacher evaluation ratings in areas 2b and 3c, and all students independently engaging and growing in mastery of the Steinmetz problem solving TIA.

Tags:

MTSS, Instruction, Instructional practices, Fot, Sot

Area(s) of focus:

3, 4, 1

Action step

Responsible

Timeframe

Evidence for status

Status

Whole school professional ongoing conversation on depth of knowledge framework, CADRE protocol, and how it applies to TCTs

Curriculum coordinator, department chairs, TCT leads.

Aug 1, 2016 to Jun 29, 2018

agendas, calendar dates, sign-in sheets, surveys, feedback/reflection forms, exit slips

Not started

Instruction, Instructional practices, Course team meetings

TCTs will regularly meet once a week to create, edit, and make data-referenced revisions to unit and lesson plans, and to develop common formative student learning tasks for core departments.

Course Team Leads, Principals

Aug 31, 2016 to Jun 22, 2018

Course Team Meeting Minutes, Portfolio of Common Formative Learning Tasks for each academic department

Behind

Instruction, Instructional practices

Conduct quarterly peer learning walks within each department to identify strengths and areas for growth in utilizing TIA-aligned powerful practices.

Administration, ILT, TCT leads

Feb 6, 2017 to Jun 29, 2018

Peer Critiqued and Reviewed Toolkit of effective instructional strategies

Not started

Instruction, Public practice, Reflective practice, Targeted instructional area

Create an instructional calendar which will outline professional learning cycles, intervals for safe practice, learning walks, data analysis and reflection.

Principal, ILT Facilitator, ILT

Nov 7, 2016 to Feb 2, 2017

Instructional Calendar

On-Track

Instruction, Instructional practices, Public practice

Educate the whole staff by hosting a professional development conversation on the elements of a learning cycle.

Principal ILT facilitator

Sep 1, 2016 to Sep 30, 2016

Professional Learning Materials, Attendance Roster, Session Feedback Evaluation

Completed

Instruction, Instructional practices

Analyze data of the CPS Framework for Teaching Components 2b and 3c to inform professional learning offerings, and to select teachers for more intensive coaching.

Administrative Team

Jul 1, 2016 to Jul 1, 2018

Professional Learning Calendar, Coaching Conversations Log or Tracker

On-Track

Instructional Coaching, Instruction, Instructional practices

Embed professional learning around developing and implementing rigorous student tasks within instructional calendar and department meeting agendas.

Principal, Dept. Chairs

Nov 1, 2016 to Jun 29, 2018

Department Meeting Agendas, Department Meeting Minutes, Instructional Calendar

Behind

Instruction, Instructional practices

Strategy 3

If we do...

If we implement problem solving as our school wide targeted instructional area (TIA)

...then we see...

then we will see an increase in student engagement as they take on meaningful academic tasks that will reinforce the value of perseverance

...which leads to...

which leads to increased student ownership as measured in the Ambitious Instruction and Supportive Environment components of the 5 Essentials Survey. This will also lead to an increase in student GPAs, greater growth and attainment on PARCC/SAT/PSAT, increase in graduation rates, decrease in drop out rates, higher college enrollment and persistence rates.

Tags:
ILT, Targeted instructional area

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

Action step	Responsible	Timeframe	Evidence for status	Status
Provide ongoing PD on our Targeted Instructional Area (TIA) to ensure that implementation is consistent across all content areas.	ILT, Principal	Aug 22, 2016 to Jun 22, 2018	(Blank)	On-Track

ILT, Targeted instructional area

Introduce and provide concrete examples/materials related to the implementation of the TIA to all staff members. This will be done through department meetings based on the differentiation of the strategies. It will also be based on subject area.	ILT, Dept. Chairs	Oct 3, 2016 to Jun 29, 2018	(Blank)	On-Track
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ILT, Tia

Implement TIA (Targeted Instructional Area) in each course and classroom.	Teaching Staff	Feb 6, 2017 to Jun 29, 2018	(Blank)	Not started
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ILT, Targeted instructional area

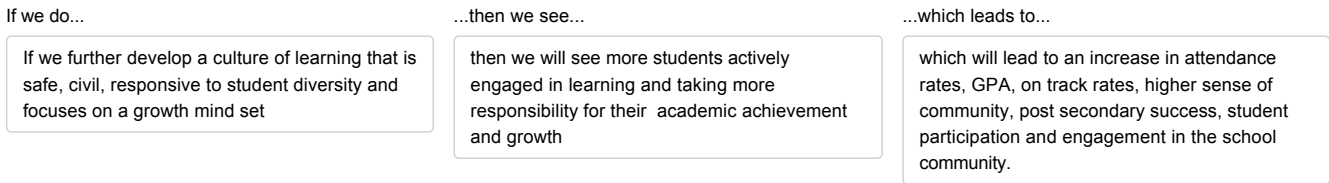
Bi-annual evaluation of the successes and challenges faced while implementing the TIA utilizing content specific assessments designed to assess student mastery with TIA.	ILT members, Administration, Department Chairs, and TCT leads	Apr 10, 2017 to Jun 29, 2018	(Blank)	Not started
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ILT, Targeted instructional area

Develop TIA semester assessments for each course in each academic core department (i.e. Math, English, Social Science, Science). Assessments will be embedded in semester final exams.	Dept. Chairs, TCTs	Jul 3, 2017 to Jun 29, 2018	Semester final Exams that include TIA questions or components	Not started
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Common assessment, Targeted instructional area

Strategy 4



Tags:
Attendance, Behavior and Safety

Area(s) of focus:
2, 4

Action step ?	Responsible ?	Timeframe ?	Evidence for status ?	Status
Create and assign teachers uniform hallway passes that are difficult to duplicate and stand out from a distance.	Administration	Mar 1, 2016 to Mar 31, 2016	(Blank)	Completed

Attendance, Behavior and Safety

Use the school intercom system to play the school song to give the students warning that there is 1 minute until the bell rings.	Administration	May 2, 2016 to May 31, 2016	(Blank)	Not started
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Attendance, Behavior and Safety

Decide upon a name for a program designed to get teachers to increase their hallway presence in order to get students into their classrooms. Possibly "Step Out"	Administration	Aug 1, 2016 to Aug 31, 2016	(Blank)	Not started
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Attendance, Behavior and Safety

Encourage teachers to voluntarily step into the hallway for 3-5 minutes and be a guiding presence to reinforce students to go to class on time. They will start this process when the music begins.	Administration	Sep 1, 2016 to Sep 30, 2016	(Blank)	Not started
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Attendance, Behavior and Safety

Develop and implement a school-wide redo and retake policy for assessments	ILT	Jul 18, 2016 to Aug 8, 2016	(Blank)	Not started
Provide PD on growth mind set, and how it should inform our grading philosophy	ILT	Aug 24, 2016 to Jun 14, 2017	(Blank)	Not started

Strategy 5

If we do...

If we implement and expand upon research based instructional strategies

...then we see...

Then we will see an increase in concepts and techniques being utilized that guide students to deeper understanding and provide the opportunity for more self-directed learning, greater student to student discourse, and increased rigor.

...which leads to...

Which will lead to higher college enrollment and persistence rates as more students develop the foundational skills to be life long learners. This will also lead to an increase in the student growth portion of the Reach Evaluation metric.

Tags:

Instruction, Rigorous instruction

Area(s) of focus:

4, 3

Action step	Responsible	Timeframe	Evidence for status	Status
The first round of teachers enrolled in the Reading Apprenticeship program will be coached as they practice skills and strategies learned in the RA cohort.	R.A. Cohort members, Administration	Mar 1, 2016 to Jul 1, 2016	(Blank)	Not started

Instruction, Rigorous instruction

All Science, Social Science, and Language Arts teachers scheduled to teach freshmen classes will attend summer training to learn the Reading Apprenticeship methodology and application.	R.A. Cohort members, Administration	Jul 1, 2016 to Aug 31, 2016	(Blank)	Not started
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Instruction, Rigorous instruction

All Reading Apprenticeship members will evaluate the effectiveness of the program annually within their classrooms involving their content areas.	R.A. Cohort members, Administration	Sep 7, 2016 to Jun 22, 2018	(Blank)	Not started
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Instruction, Rigorous instruction

Strategy 6

If we do...

If we restructure our communication systems and create a better way to recognize the

...then we see...

Then we will see an increased flow of information within and around the school

...which leads to...

Which will lead to metric improvements in the Teacher-Principal Trust component of the 5

positive contributions of various stakeholders

community. This will create more collaboration among all stakeholders and increase school spirit. There will also be an increase in positive engagement and interaction within our school community. This will bring people together to gain awareness of all of the accomplishments of our school community. We will also see more parent involvement in the academic lives of their children

Essentials survey and overall school-wide student attendance and GPA increases while augmenting teacher-student relationships. Acknowledgement of positive contributions to the school and community will likely increase the frequency of these actions. This acknowledgement will also increase parent and community awareness of our school's academic and societal accolades. This will also be evident on parent surveys and appear as an increase in parent confidence in our school community.

Tags:
Leadership, Trust, Climate

Area(s) of focus:
1

Action step	Responsible	Timeframe	Evidence for status	Status
(Blank)	(Blank)	select	(Blank)	Behind

Action Plan

District priority and action step	Responsible	Start	End	Status
<p>+ Math Dept. will develop curriculum maps and scopes and sequences for Algebra I, Algebra II and Geometry courses, aligned to the CPS math content frameworks and CPS Math Scope and Sequence Document for Guidance.</p> <p>Tags: Curriculum Design, Common core state standards, Scope and sequence, Curriculum map, Vertical alignment, Horizontal alignment</p>	Math Dept. Chair, Assistant Principal	Jun 27, 2016	Aug 31, 2016	On-Track
<p>+ Math Dept. will develop pacing guides for Algebra I, Algebra II and Geometry courses aligned to the scopes and sequences that will allow for 6 - 8 units to be taught in 4 - 6 week intervals.</p> <p>Tags: Curriculum Design, Common core state standards, Pacing guide</p>	Math Dept. Chair, Assistant Principal	Jun 27, 2016	Aug 31, 2016	On-Track
<p>+ Math Dept. will develop common five-week assessments for Semester 1 and Semester 2, aligned to pacing guides for Algebra I, Algebra II and Geometry courses.</p> <p>Tags: Curriculum Design, Common core state standards, Assessment design, Formative assessment, Summative assessment</p>	Math Dept. Chair, Assistant Principal	Jun 27, 2016	Aug 31, 2016	Behind
<p>+ Math Dept. will develop common unit plans for Algebra I, Algebra II and Geometry courses.</p> <p>Tags: Curriculum Design, Common core state standards, Unit plans</p>	Math Dept. Chair, Assistant Principal	Jun 27, 2016	Aug 31, 2016	On-Track
<p>+ Math dept. will develop common syllabi for Algebra I, Algebra II, and Geometry courses, which reflect the differentiation between Honors and Regular courses.</p> <p>Tags: Curriculum Design, Common core state standards, Syllabi, Course expectations</p>	Math Dept. Chair, Assistant Principal	May 1, 2017	Jun 30, 2017	Postponed
<p>+ The English Dept. will revise curriculum maps, common end-of-unit assessments and develop pacing guides for English I, English II, English III, and for English IV courses.</p> <p>Tags: Curriculum Design, Common core state standards, Curriculum mapping, Pacing guides</p>	English Dept. Chair, Assistant Principal	Aug 31, 2016	Nov 30, 2016	Not started
<p>+ The English Dept. will create scopes and sequences for grammar and writing and will create a department-wide diagnostic writing assessment for the beginning, middle and end of year. Revisions will be made as needed to align scopes and sequences, unit plans, and assessments to the English Department Curriculum Map and course pacing guides.</p> <p>Tags: Curriculum Design, Common core state standards, Curriculum Design, Vertical alignment, Horizontal alignment</p>	English Dept. Chair, Assistant Principal	Aug 31, 2016	Nov 30, 2016	Not started

District priority and action step	Responsible	Start	End	Status
<p>✦ The English Dept. will develop a Writing for College Readiness Framework that outlines grade level student performance expectations and benchmarks for writing, vocabulary, making claims, and utilizing textual evidence in grades 9-12.</p> <p>Tags: Curriculum Design, Common core state standards, College Access and Persistence, College readiness, Career readiness</p>	English Dept. Chair, Assistant Principal	Nov 1, 2016	Jan 25, 2017	On-Track
<p>✦ The English Dept. will create scopes and sequences for reading. Revisions will be made as needed to align scopes and sequences, unit plans, and assessments to the English Department Curriculum Map and course pacing guides.</p> <p>Tags: Curriculum Design, Common core state standards, College Access and Persistence, College readiness, Career readiness</p>	English Dept. Chair, Assistant Principal	Aug 31, 2017	Jun 22, 2018	Not started
<p>✦ Whole school professional ongoing conversation on depth of knowledge framework, CADRE protocol, and how it applies to TCTs</p> <p>Tags: MTSS, Instruction, Instructional practices, Fot, Sot, Instruction, Instructional practices, Course team meetings</p>	Curriculum coordinator, department chairs, TCT leads.	Aug 1, 2016	Jun 29, 2018	Not started
<p>✦ TCTs will regularly meet once a week to create, edit, and make data-referenced revisions to unit and lesson plans, and to develop common formative student learning tasks for core departments.</p> <p>Tags: MTSS, Instruction, Instructional practices, Fot, Sot, Instruction, Instructional practices</p>	Course Team Leads, Principals	Aug 31, 2016	Jun 22, 2018	Behind
<p>✦ Conduct quarterly peer learning walks within each department to identify strengths and areas for growth in utilizing TIA-aligned powerful practices.</p> <p>Tags: MTSS, Instruction, Instructional practices, Fot, Sot, Instruction, Public practice, Reflective practice, Targeted instructional area</p>	Administration, ILT, TCT leads	Feb 6, 2017	Jun 29, 2018	Not started
<p>✦ Create an instructional calendar which will outline professional learning cycles, intervals for safe practice, learning walks, data analysis and reflection.</p> <p>Tags: MTSS, Instruction, Instructional practices, Fot, Sot, Instruction, Instructional practices, Public practice</p>	Principal, ILT Facilitator, ILT	Nov 7, 2016	Feb 2, 2017	On-Track
<p>✦ Educate the whole staff by hosting a professional development conversation on the elements of a learning cycle.</p> <p>Tags: MTSS, Instruction, Instructional practices, Fot, Sot, Instruction, Instructional practices</p>	Principal ILT facilitator	Sep 1, 2016	Sep 30, 2016	Completed
<p>✦ Analyze data of the CPS Framework for Teaching Components 2b and 3c to inform professional learning offerings, and to select teachers for more intensive coaching.</p> <p>Tags: MTSS, Instruction, Instructional practices, Fot, Sot, Instructional Coaching, Instruction, Instructional practices</p>	Administrative Team	Jul 1, 2016	Jul 1, 2018	On-Track
<p>✦ Embed professional learning around developing and implementing rigorous student tasks within instructional calendar and department meeting agendas.</p> <p>Tags: MTSS, Instruction, Instructional practices, Fot, Sot, Instruction, Instructional practices</p>	Principal, Dept. Chairs	Nov 1, 2016	Jun 29, 2018	Behind
<p>✦ Provide ongoing PD on our Targeted Instructional Area (TIA) to ensure that implementation is consistent across all content areas.</p> <p>Tags: ILT, Targeted instructional area, ILT, Targeted instructional area</p>	ILT, Principal	Aug 22, 2016	Jun 22, 2018	On-Track
<p>✦ Introduce and provide concrete examples/materials related to the implementation of the TIA to all staff members. This will be done through department meetings based on the differentiation of the strategies. It will also be based on subject area.</p> <p>Tags: ILT, Targeted instructional area, ILT, Tia</p>	ILT, Dept. Chairs	Oct 3, 2016	Jun 29, 2018	On-Track
<p>✦ Implement TIA (Targeted Instructional Area) in each course and classroom.</p> <p>Tags: ILT, Targeted instructional area, ILT, Targeted instructional area</p>	Teaching Staff	Feb 6, 2017	Jun 29, 2018	Not started
<p>✦ Bi-annual evaluation of the successes and challenges faced while implementing the TIA utilizing content specific assessments designed to assess student mastery with TIA.</p> <p>Tags: ILT, Targeted instructional area, ILT, Targeted instructional area</p>	ILT members, Administration, Department Chairs, and TCT leads	Apr 10, 2017	Jun 29, 2018	Not started

District priority and action step	Responsible	Start	End	Status
<p>✚ Develop TIA semester assessments for each course in each academic core department (i.e. Math, English, Social Science, Science). Assessments will be embedded in semester final exams. Tags: ILT, Targeted instructional area, Common assessment, Targeted instructional area</p>	Dept. Chairs, TCTs	Jul 3, 2017	Jun 29, 2018	Not started
<p>✚ Create and assign teachers uniform hallway passes that are difficult to duplicate and stand out from a distance. Tags: Attendance, Behavior and Safety, Attendance, Behavior and Safety</p>	Administration	Mar 1, 2016	Mar 31, 2016	Completed
<p>✚ Use the school intercom system to play the school song to give the students warning that there is 1 minute until the bell rings. Tags: Attendance, Behavior and Safety, Attendance, Behavior and Safety</p>	Administration	May 2, 2016	May 31, 2016	Not started
<p>✚ Decide upon a name for a program designed to get teachers to increase their hallway presence in order to get students into their classrooms. Possibly "Step Out" Tags: Attendance, Behavior and Safety, Attendance, Behavior and Safety</p>	Administration	Aug 1, 2016	Aug 31, 2016	Not started
<p>✚ Encourage teachers to voluntarily step into the hallway for 3-5 minutes and be a guiding presence to reinforce students to go to class on time. They will start this process when the music begins. Tags: Attendance, Behavior and Safety, Attendance, Behavior and Safety</p>	Administration	Sep 1, 2016	Sep 30, 2016	Not started
<p>✚ Develop and implement a school-wide redo and retake policy for assessments Tags: Attendance, Behavior and Safety</p>	ILT	Jul 18, 2016	Aug 8, 2016	Not started
<p>✚ Provide PD on growth mind set, and how it should inform our grading philosophy Tags: Attendance, Behavior and Safety</p>	ILT	Aug 24, 2016	Jun 14, 2017	Not started
<p>✚ The first round of teachers enrolled in the Reading Apprenticeship program will be coached as they practice skills and strategies learned in the RA cohort. Tags: Instruction, Rigorous instruction, Instruction, Rigorous instruction</p>	R.A. Cohort members, Administration	Mar 1, 2016	Jul 1, 2016	Not started
<p>✚ All Science, Social Science, and Language Arts teachers scheduled to teach freshmen classes will attend summer training to learn the Reading Apprenticeship methodology and application. Tags: Instruction, Rigorous instruction, Instruction, Rigorous instruction</p>	R.A. Cohort members, Administration	Jul 1, 2016	Aug 31, 2016	Not started
<p>✚ All Reading Apprenticeship members will evaluate the effectiveness of the program annually within their classrooms involving their content areas. Tags: Instruction, Rigorous instruction, Instruction, Rigorous instruction</p>	R.A. Cohort members, Administration	Sep 7, 2016	Jun 22, 2018	Not started
<p>✚ Tags: Leadership, Trust, Climate</p>				Behind

Fund Compliance

Supplemental General State Aid(SGSA)

My school receives SGSA funds

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

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

NCLB Program

NCLB Schoolwide Program

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

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

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

Parent Involvement in Targeted Assistance and Schoolwide Programs

I verify that the statement below is correct

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

Parent Plan

Parent Involvement Policy

Complete

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

Parent representatives will participate in the creation of our school improvement plan. The chair of the PAC committee will work with CIWP members throughout the creation of the Title I school parent involvement plan and policy.

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

The school will hold monthly PAC meetings. PAC meetings are currently held the second Wednesday of each month and we anticipate the continuation of this scheduled meeting time. The Annual meeting was held on 9/21/16 at 5:00pm and the Organizational Meeting was held on 9/21/16 at 5:30pm.

Schools will provide parents information in a timely manner about its Title I program, including a description and explanation of the curriculum, the academic assessment tools used to measure children's progress, and the proficiency levels students are expected to meet. Please describe how this will be accomplished.

The school will send a letter out to parents. The school will also use the website, parent portal, and meetings to accomplish this goal.

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

The school will respond to parent suggestions by collaborating with all stakeholders. The principal also has an open door policy and will continue conversations to make sure all stakeholders have a strong voice in the education of our children.

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.

We will provide child performance information to parents through open houses and report card pickup.

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.

The school will send out letters indicating 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.

Schools will assist parents of participating NCLB Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments including alternate assessments; the requirements of Title I, Part A; how to monitor their

child's progress; and how to work with educators. Please describe how this will be accomplished.

Parents will be informed during parent resource days set up by the PAC . These resource days will be broken down by grade level to enable parents a more direct line to information and actionable results

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.

We are currently working on a plan to house Parent University on campus. Computer classes, ESL, GED, Common Core are among the offerings being proposed at this time.

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.

Informal parent and teacher focus groups will be set up to create a strong collaborative environment. Parents will also get the monthly meeting minutes from all parent collaboration opportunities.

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.

We will continue to collaborate with outside partnerships to create a solid network of individuals and resources dedicated to improving our community.

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.

In order to create a solid communication network between all of our stakeholders, we include Spanish and Polish translated copies of parent correspondence.

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.)

The mission of Steinmetz is to focus on student learning for all students through which students gain knowledge and develop skills needed to function in society and to lead productive lives. To achieve this mission, faculty and staff will focus on implementing smaller learning communities, increasing student engagement and personalization, using best practices and school wide literacy strategies to build students' critical thinking, problem solving, and comprehension skills, and developing professional knowledge and skills.

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.

Report Card Pick November 2017 and April 2018

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

Progress Reports will go out every quarter during the school year. Parents have 24 hours access to student attendance and grades through parent portal. Parents are also encouraged to sign up for the parent portal and educated on its use during report card pickup days. Parents are also shown the dynamic uses of the parent portal including triggers set up to show changes in attendance and academic achievement.

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

Staff will be available for communication during open houses. Teachers will put contact hours in the syllabus at the start of the school year. Teachers will respond to email and phone correspondence from parents in a timely manner. Parents also have the option of creating a note to attach to grade book to communicate with teachers.

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.

Parent Patrol Program offers parents direct volunteer opportunities on a daily basis. This will be advertised on the school website and through all parent meetings.

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

Parent Portal offers direct access to student grades and attendance.

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

Parents are members of the LSC, PAC, and CIWP teams. The school will offer support staff access to all parents on an ongoing basis.

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

The school offers recognition to staff, students, and community members who go above and beyond to help the school in any aspect.

Parent Budget

Complete

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

We are looking to increase the number of parents participating in parent portal usage classes. This will empower them to have instant access to their child's educational and attendance data. We are also currently working on a plan to house Parent University on campus throughout the 2016-2018 school years. Computer classes, ESL, GED, Common Core are among the offerings being proposed at this time. We have initiated a Parent Patrol Program to create a more open atmosphere where community stakeholders are more likely to utilize the educational programs being offering.

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.	\$ 3000 .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.	\$ 1208 .00
53205	Refreshments Allocation CAN NOT EXCEED 25% of the Parent Budget. Refreshments must be used for Title 1 PAC meetings, trainings and workshops.	\$ 200 .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.	\$ 2000 .00
54205	Travel Buses for Parents use. Overnight Conference travel- schools must follow the CPS Travel Policy. The CPS Parent Overnight Travel Approval Form and Conference Travel Form must be completed.	\$ 1500 .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.	<table border="1"> <tr> <td data-bbox="1128 136 1177 184">\$</td> <td data-bbox="1177 136 1380 184">500</td> <td data-bbox="1380 136 1443 184">.00</td> </tr> </table>	\$	500	.00
\$	500	.00			
53510	Postage Must be used for parent involvement programs only.	<table border="1"> <tr> <td data-bbox="1128 283 1177 331">\$</td> <td data-bbox="1177 283 1380 331">0</td> <td data-bbox="1380 283 1443 331">.00</td> </tr> </table>	\$	0	.00
\$	0	.00			
53306	Software Must be educational and for parent use only.	<table border="1"> <tr> <td data-bbox="1128 388 1177 436">\$</td> <td data-bbox="1177 388 1380 436">1000</td> <td data-bbox="1380 388 1443 436">.00</td> </tr> </table>	\$	1000	.00
\$	1000	.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.	<table border="1"> <tr> <td data-bbox="1128 493 1177 541">\$</td> <td data-bbox="1177 493 1380 541">0</td> <td data-bbox="1380 493 1443 541">.00</td> </tr> </table>	\$	0	.00
\$	0	.00			